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ABSTRACT

Providing a substance abuse prevention curriculum that is designed to be culturally relevant to black youth, this workbook provides 102 creative writing activities promoting self-esteem, values clarification, feelings validation, cultural awareness, and decision-making skills. Each of the 11 sections of the workbook are organized around positive qualities of role models for black youth: (1) the assertiveness of Maxine Waters; (2) the blues of B. B. King; (3) the creativity of William "Count" Basie; (4) the devotion of Frederick Douglass; (5) the eloquence of Jesse Jackson; (6) the fearlessness of Bishop Desmond Tutu; (7) the glamour of Queen Cleopatra; (8) the humor of Bill Cosby; (9) the inventiveness of Benjamin Bannecker; (10) the judgment of Thurgood Marshall; and (11) the kingliness of Dr. Martin Luther King. Each section provides a brief biographical sketch and worksheets for writing exercises. (RH)

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Vol. I

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Winners

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A Culturally-Based, Values Clarification-Oriented , Creative Writing Primary Prevention Work-book For The Black Child........

by Darnell Bell

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Winners

BE A WINNER . . .

When people put you down, as they sometimes do
When your critics are many and friends are few
When obstacles confront you at every turn
Remember the lessons that Winners learn . . .

To stop and quit you will never win
Until you decide to try it again
When life's little hurdles slow you down
Just steady your pace and hold your ground

Hold fast to your dreams, as they can come true
Always do the best that you can possibly do
To win is to believe that you will not fail
Perseverance is the breeze that fills your sail

Although the unexpected may rock your boat
Winners will weather the storm, remaining afloat
Conceive it, believe it and know that you can
Continue step by step according to plan

Stand up and be counted so that the world will see
That you believe in becoming the best you can be
Accept the challenges of life and you'll continue to find
That winning is the spirit of living
. . . it's merely a state of mind.

—Mychal Wynn

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FOREWORD

THE GREATEST LOVE

I Believe That Children Are Our Future
Teach Them Well And Let Them Lead The Way
Show Them All The Beauty They Possess Inside
Give Them A Sense Of Pride To Make It Easier
Let The Children's Laughter Remind Us How We Used To Be...

Everybody's Searching For A Hero
People Need Someone To Look Up To
I Never Found Anyone Who Fulfilled My Needs
A Lonely Place To Be, So I Learned To Depend On Me...

I Decided Long Ago Never To Walk In Anyone's Shadow
If I Fail, If I Succeed, At Least I'll Live As I Believe
No Matter What They Take From Me
They Can't Take Away My Dignity
Because The Greatest Love Of All Was Happeining To Me
I Found The Greatest Love Of All Inside Of Me
The Greatest Love Of All Is Easy To Achieve
Learning To Love Yourself Is The Greatest Love Of All ...

And If By Chance That Special Thing
That You've Been Dreaming Of
Leads You To A Lonely Place
Find Your Strength In Love....

Prevention is defined as planned strategies designed to preclude or reduce that use of drugs and alcohol which has a negative impact on the individual, the family, the community, and the larger society. Furthermore, it is a constructive, on-going process of developing the capacity to alleviate the incidence of substance abuse prior to its occurrence by promoting social, personal, economic, and political growth among individuals in order that they may develop to their full and positive potential as self-aware people with the skills and power to change themselves and/or their environment and attain the most desirable and realistic style of life that they choose.

Research has shown that an approach to prevention which promotes a positive influence on the individual is more likely to foster a life style which excludes substance abuse. Positive influences on an individual's life style can be defined as those activities which foster self-understanding, improved interpersonal and human relations skills, enhanced ability to relate to social institutions and effective coping behaviors to deal with stress.

Affective education is an approach to prevention which strives to foster emotional development, i.e., the strengthening of self-esteem and intrapersonal and interpersonal skills. This approach helps people to "get in touch with their feelings" in order to communicate better with others and to understand themselves. Affective education is a logical response to the observation that although school districts invariably adopt as their universal goal the education of the "whole person", schools usually devote most of their time and energy to the education of the cognitive intellectual domain. Increasingly,however, educators are becoming aware that even basic cognitive skills are learned in the context of affective prerequisites; feelings always influence our learning capability.

Affective education is based on the premise that the skills associated ith the affective domain can be taught and learned through conscious ntent as well as by unconscious design. The school must be able to contribute to the development of these skills rather than ignoring the central role they play in achieving the goals of the educational process. Many young people encountering developmental problems, such as low self esteem or communication problems, and an efficient way of helping them gain more awareness is in a supportive group setting.

Thus, affective education in the schools is seen as being relevant not to just "high risk" students, but to all students.

Some of the most important affective education activities/strategies include the following...

SELF-ESTEEM BUILDING

Self-Esteem building techniques include recognizing and accepting feelings such as joy, anger, fear, disappointment, or affection; sharing aspects of onesself with other group members; and encouraging acceptance of individual differences.

VALUES CLARIFICATION

alues Clarification is based on the premise that only on the basis of clearly recognized values can people make conscious well informed choices and decisions. There are three basic steps to this process: choosing freely from alternatives after carefully considering the consequences of each alternative; prizing - feeling positively about the choice and publicly affirming it; acting - manifesting the choice in action repeatedly and consistently.

ROLE PLAYING

Role Playing is a useful technique to help students understand problem situations or value conflicts through simulated experience. It enables students to empathize with people in positions that may dramatically differ from their own and it is also a way of getting close to a sensitive problem and testing solutions without taking any great risk.

DECISION-MAKING AND PROBLEM SOLVING

Decision Making and Problem Solving techniques are quite similar. Decision Making activities focus on individual problems or conflicts, while problem solving activities usually deal with group problems or conflicts. Whatever the level, individual decision making and group problem solving involve a series of readily identifiable steps: define the problem or onflict; list the possible choices or alternative ways of resolving the oblem or conflict; investigate the consequences of each resolution; and choose the alternative that is most satisfying to the individual or group.

Affective education is not a substitute for instruction in basic skills r other curriculum areas that are important to cognitive development. Ideally, affective education and cognitive education will truly balance each other. It is effective only when teachers believe in it, feel comfortable in the informal classroom atmosphere it requires, and are sensitive to and concerned about their student's non-academic concerns.

The bulk of prevention activities, whether they are drug-related, alcohol related, juvenile delinquency related, or crime related, are characterized by one of three service delivery systems; they are either community based, agency based, or school based. Because of the realization of the importance of reaching young people at the earliest possible age to help youth acquire the kinds of adaptive skills required to resist some of the many temptations towards use and abuse of substances and involvement in other kinds of anti-social and self-destructive behaviors, more and more prevention efforts are being directed to the schools - more precisely, the elementary schools.

As prevention programming directs its energies towards the elementary school campus, it faces a number of interesting challenges. It must come up with strategies and activities that are fun and attractive to students which will also have an impact on their self esteems, values, feelings, and decision-making skills. On the other hand, prevention programs must also have strategies and activities that are "educational, academic, and structured" from the perspective of local school districts. The dilemma faced by programs working in this structure becomes to design and present a program that meets the educational requirements of school districts and teachers, and at the same time, be challenging, culturally-relevant, and exciting to the young people we are trying to impact.

The situation becomes that much more complex when one looks at the situation in our inner city schools. Inner city schools and inner city youth have been portrayed as hopeless cases. Young people, supposedly, have a negative view towards education, and this attitude is reflected in grades, standardized test scores, and graduation figures. Therefore, the added challenge for prevention programmers in the inner city that choose a school based delivery system becomes one of designing a program that's challenging and stimulating to youth that have "turn-off" to education, schools, and the traditional values perpetuated therein.

This brings us to "WINNERS". WINNERS represents an attempt at developing a prevention curriculum/workbook that is culturally relevant to the black community. It is based on the theory that prevention programs directed at the black community cannot just "reapply standardized prevention models, methodologies, and materials that do not take into consideration the richness, uniqueness, and peculiar needs of the black community. Consequently, WINNERS presents a "pro-blackness or strong racial identity strategy" as an alternative to the strong emphasis on "typical anti-drug, affective domain tactics" found in the majority of substance abuse program curricula.

While it can be argued that any program or curriculum that attempts to impact the affective domain can be universally applied, there are some cultural subtleties that exist within the realm of the affective domain that cannot be disregarded or overlooked. For example, a number of programs and curricula treat self esteem, values clarification, feelings validation, decision making skills, community involvement, etc., equally. They are all equal parts of th e persona. However, programs attempting to impact the black community should have a heavy racial-consciousness focus. It then follows that this racial (or community) consciousness influences the direction from which values, feelings, decisions, take.

Facts and concepts are presented in a creative style or format designed to elicit a high level of response from students. Vibrant words, expressions, and personalities are used to MIRROR the personalities of inner city youth as we strive to obtain the kind of RESPECT and RESPONSIVENESS we are looking for.

The major approach to the WINNERS curriculum/workbook is the written medium. Youth are made to think and to write. This approach believes that by having a creative writing emphasis, one is in the position of having the greatest impact on the lives of youth. This approach is very complimentary and reinforces the efforts of classroom instructors in regards to acquiring basic academic skills/abilities. The curriculum is concerned with impacting youth's...

Abstract Thinking Abilities
Creative Thought Process
Logic Skills
Writing Skills

Additionally, youth have to share their work aloud with their peers. This will give youth,peers, and staff an opportunity to give feedback and share opinions with each other in a non-threatening environment. Hopefully, impacting youth writing and verbal skills - giving youth confidence in these areas -will result in an improved image of self.

Finally, WINNERS is formatted around the alphabet. Various black role models, and admirable black personality characteristics are associated with letters of the alphabet, and a minimum of 8 - 10 lessons focused on that role model or personality characteristic accompany that same letter.

The following WINNERS activities are designed to get youth to BEGIN EXAMINING THEMSELVES AND THEIR VALUES. Hopefully, the format of the WINNERS worksheets is enough to stimulate a youngster to "begin dealing with it." Hopefully, "the phrasing and subject matter" of the lessons will be enough to trigger their curiosity and attract their attention. Once you've got their attention, the greater are your [illegible]nces of getting youth to seriously and honestly reflect on themselves and share their values with others.

WINNERS is all about "HAVING FUN AS WE LEARN ABOUT OURSELVES AND OTHERS, AND ACQUIRE THE DIGNITY, PRIDE, AND LOVE OF SELF (AND COMMUNITY) SO NECESSARY TO LIVE DRUG-FREE LIVES.

However, it is imperative that we don't forget that for any prevention effort to be truly effective, it must attempt to impact, or include, school, family, and community. Black-focused prevention curricula/ workbooks like WINNERS attempt to address the needs of youth in our schools. However, the concepts included in WINNERS "will not reach home", will not have a positive and lasting impact on our youth, if prevention activities, and creative new materials, are not targeted to our families and communities of color. Sporadic, disjointed, and incomprehensive prevention efforts will only render sporadic and short-term results at best.

If we are seriously intent upon eradicating drugs and alcohol from our communities, and reinstitutionalizing a lifestyle and value system in our youth which is achievement-oriented, as opposed to substance-dependent, our black cultural heritage cannot be ignored.

Just as important is our approach to the problem. We have to realize that a problem as comprehensive and all-encompassing as the drug and alcohol problem in the black community requires a prevention strategy that is comprehensive and all-encompassing. WINNERS represents one egment of the prevention strategy, targeting only elementary school-aged minority youth. Additional family and community-focused prevention efforts are necessary to insure that the message, NO DRUGS HERE, sinks in and becomes a community norm.

INTRODUCTION...

WINNERS: Vol. I

A Culturally Sensitive, Values Clarification-Oriented, Creative Writing Primary Prevention Workbook............................

Suggested Price: $30.00

The **Winners** Workbook represents one facet of the type of comprehensive prevention effort needed to eradicate the propensity towards, and the actual usage of, substances in the black community. It is based on the assumption that programs or activities directed at the black community cannot "just reapply standardized prevention models, methodologies, and materials that do not take into consideration the richness, uniqueness, and peculiar needs of the black community. Consequently, **Winners** represents a "pro-blackness or strong racial identity strategy" as an alternative to the strong emphasis on "typical anti-drug tactics" found in the majority of substance abuse programs.

Winners views its self esteem oriented activities as being crucial. The importance of a healthy self concept has been well documented in recent years, and has developed into an integral ingredient in all substance abuse prevention and health promotion ventures and related curricula. While both prevention/health promotion programs and the schools have made conscious efforts to deal with this facet of the affective domain, it has not been addressed from a cultural, **pro-blackness** perspective. While it is important that our youth develop a sense of confidence in their capabilities and come to accept and like themselves as individuals, **it is equally as important that our black youth come to see and like themselves as black youth - bearers of a rich, historical heritage, and shouldered with a unique responsibility.** Instead of being vague, general, or generic, **Winners** approaches self esteem from a pro-black orientation.

The potential importance of the **102 Winners'** activities cannot be understated. It is of extreme importance that minority youth and parents have a positive self esteem; so much depends on it. Many of the problems that have plagued the black community are direct results of low levels of self esteem and low levels of pride in one's community. This low level of self esteem and community pride is reflected in our alcohol and drug abuse, the many cases of "mental sickness", the cases of domestic violence, family break-up, vandalism, black-on-black homicides, etc., that are a part of everyday life in our communities of color. **Winners** will equip youth with a source of information, inspiration, and a sense of direction, which will add up to a higher level/sense of self and heritage.

Heritage, a sense of tradition and history, is treated as a cornerstone of a healthy self concept. The knowledge that our youth come from a long line of people stretching back to the days before Christ, innovators, Kings and Queens, cortisans of the Arts, will give youth a truer gage by which to measure their self esteem. If they have high levels of self esteem,they will continue to soar at that level...if their self esteem is low, it will rise as they are propelled on by this new knowledge of self and heritage. As youth learn about and understand their past, they become better prepared to confront the challenges of the future.

Winners is designed with the school based program in mind. It's 102 creative writing activities are designed to;

1. Introduce youth to historical positive role models...
2. Improve youth's capabilities and confidence in expressing themselves through the written medium....

and

3. Provide youth with a vehicle through which they can express their values on a myriad of topics.

Inquiries relative to Winners: Vol. I should be addressed to

Darnell Bell
1576 E. King Jr. Blvd.
Los Angeles, California 90011

or

Darnell Bell
c/o Avalon Carver Community Center
4920 South Avalon Blvd.
Los Angeles, California 90011

(213) 234-2350

HOW TO USE "WINNER"....

WINNERS: An Overview

THEMES

Self Esteem
Values Clarification
Feelings Validation
Cultural Awareness
Decision-Making Skills

ACTIVITIES

102 Creative Writing Worksheets

OBJECTIVES

- To improve and increase youth's perception of self....
- Increase youth's willingness to, and confidence in, sharing things about themselves with their peers...
- Increase youth's appreciation of self...
- To trigger introspective thought and examination among young people
- Improve self concepts by making youth focus on their unique personality traits and behavior...
- Provide insight into a young person's level of self esteem & way child views self in relation to peers...
- Increase youth understanding of their feelings by having them focus on specific situations...
- Provide youth with historical perspective...
- Introduce role models of color
- Provide a foundation from which they can confront the challenges of the future...

RESOURCES NEEDED

Winners worksheets

Pencils, Pens, Erasers, Markers

Lined Scratch Paper

Blackboard

ACTIVTY

Facilitators should open session "setting up the activity." This includes defining, or breaking terms used in the assignment down to the level of the class. Facilitator should relate personal examples/experiences to help youth better understand what the lesson involves, and solicit examples from participants to gage how well they understand lesson.

Following lesson introduction, youth are to spend approximately 25 minutes completing their worksheets. They should be encourage to "fill up" the entire worksheet. Facilitator expectations should be related to the age or grade level of participants, previous writing experiences of youth, extent of experience with program/facilitator (you would expect more in week #3 compared to week #1).

After papers are completed, 15 - 20 minutes should be devoted to having youth read their papers aloud...either soliciting volunteers or recruiting youth. If youth are recruited, always give them the option of "passing" (not reading their papers, if they really object to it).

Remainder of class time (@ 10-15 minutes) should be spent discussing any issues or recurrent themes from youth papers. This is opportunity to really hear youth values and feelings, and to possibly interject your own feelings and values.

Facilitator should try to make lesson as lively, animated, and relevant as possible.

Ideally, lessons should be utilized a minimum of one per week for @ 55 minutes to 1½ hours. It is most useful to deal with one section at a time, as opposed to pulling lessons in a random fashion; it greatly minimizes youth confusion and it allows each lesson to reinforce the previous one.

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3. Stand-Up (Values & Attitudes)
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6. My Assertive Parents
7. Right And Wrong
8. Fun With Assertiveness

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2. Lonely Me, Lonely Me
3. The Sad Me
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5. My Disappointed Parents
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7. Fun With Disappointments

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3. The Non-Violent Me
4. The Patient Me
5. Me And My Dreams
6. Law & Order: Rules
7. Free At Last, Free At Last
8. If Only They Knew I Was Changing My Mind
9. In My Parent's Footsteps
10. Looking Back

****

WINNERS - Order Form

****

I am interested in purchasing _______ copy (ies) of the **WINNERS** Curriculum/ Workbook. I understand that the price of each Workbook is $30.00. I am enclosing a check for $_________ to cover the _________ copy (ies) of the Workbook that I am purchasing.

Name Of Individual Purchasing Workbook_______________________________________

Agency Affiliation____

Address____

____

Phone ___________________________________

Please make check payable to:

Darnell Bell

...And Forward To:

1576 E. King Jr. Blvd.
Los Angeles, California
90011

****

Thanks For Your Order......

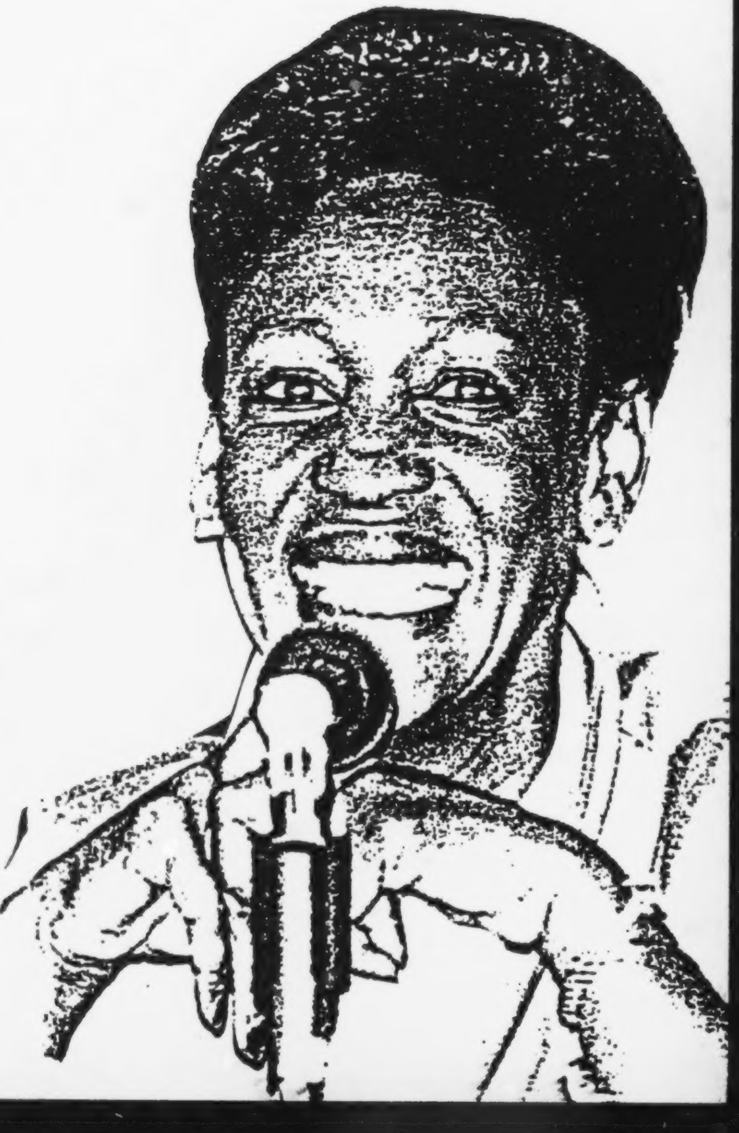
A

A is for the **ASSERTIVE** Assemblywoman
Maxine Waters...

ASSERT -

1. to state positively; declare; affirm 2. to maintain or defend (rights, claims, etc.) - assert **onesself** to insist on one's rights, or on being recognized...

MAXINE WATERS -



BIOGRAPHICAL SKETCH

MAXINE WATERS

A native of **St. Louis, Missouri,** Ms. Waters came to Los Angeles in 1960 where she earned a B.A. degree in **Sociology** from California State University at Los Angeles. She currently resides in Los Angeles with her husband **Sidney,** and her two children, **Karen and Edward.**

Assemblywoman Maxine Waters, the **first woman in California history to be elected by her colleagues to chair the Assembly Democratic Caucas,** has served in the Legislature since 1976. During her years in office, Ms. Waters' legislative accomplishments have ranged from **divestment** of state pension funds from businesses involved in **South Africa,** to the creation of the nation's **first statewide Child Abuse Prevention Training Program.**

As **Chair** of the **Assembly Ways & Means Subcommittee** on State Administration, Ms. Waters has searched vigorously for ways to involve minorities and women in the **allocation** of state resources. Towards this end, she is responsible for having created the **State Contracts Registry,** a periodic publication of minority and women-owned small businesses qualified for state contracts; and for requiring the University of California to set specific goals for purchasing from minority and women-owned small businesses.

In addition, she successfully steered into **law** a bill preventing **strip searches for nonviolent misdemeanors,** and legislation to help prevent chemical catastrophes by requiring firms which store such materials to submit a list of the exact nature of the toxics to the local agency responsible for dealing with such emergencies.

A legislative leader who is **recognized nationally,** Ms. Waters has received **honorary degrees** from both **Spelman College** in Atlanta, Georgia, and from **North Carolina A & T State University.** Additionally, she serves on the Board of Directors of **Essence Magazine, TransAfrica, and the National Womens Political Caucas.** She also serves on the National Select Committee on the **Education of Black Youth,** and the National Steering Committee of the **Center for the Study of Youth Policy.** She has been a delegate to the **Democratic National Convention** every presidential election year since 1972, and in 1984, also served on the convention's **Rules Committee.**

Ms. Waters is also a member of the key **Joint Legislative Budget Committee,** the **Assemby Judiciary, Governmental Organization and Natural Resources Committees,** the **Joint Legislative Ethics Committee,** and the **California Commission on the Status of Women.**

Name________________________________ Date________________

THE ASSERTIVE ME

Assertiveness is a very important quality for a person to possess. For too many years, black people were afraid to be assertive and stand up for what they thought was right and owed to them. The Civil Rights Movement of the 1960's was very important because we began standing up as a people, for what we thought was right and began challenging the values and social systems of this society that were designed to keep us down, oppressed, and inferior.

Maxine Waters displays this same kind of quality as she creates, discusses, and supports legislation in Sacramento that effects black people and black communities. As a politician, assertiveness is an important quality; as a black politician, it is crucial.

In the spaces below,please share your opinions on the importance of being assertive - standing up for what you think is right or wrong regardless of the consequences. You may want to include examples of times when you thought you were being assertive in your story.

Name____ Date__________________

STAND - UP (BEHAVIOR)

As we go through life, we often find ourselves in situations where we have to "stand-up" for and defend something that we have done. As a black woman politician representing a black community in Los Angeles, Assemblywoman Maxine Waters is constantly being assertive and defending her many actions in the California Assembly.

This activity requires you to think of a time when you got into trouble for something you did that was either not understood or misunderstood. Please describe the situation completely including what your behavior was, why you behaved the way you did, how others reacted to your behavior, how you defended yourself, and how the situation was resolved.

Name______________________________ Date____________________

STAND-UP (VALUES & ATTITUDES)

We all know that all people don't have the same values, beliefs, and attitudes. Different things are important to different people. Assemblywoman Maxine Waters has very strong values, beliefs, and attitudes when it comes to black children and the black community. Because her friends in Sacramento have strong values, beliefs, and attitudes about their communities and don't share Assemblywoman Maxine Water's values on black people, she is constantly being assertive and standing-up for her beliefs.

We have all been in situations where our beliefs were different from those of our friends, parents, or teachers. This exercise requires you to describe a time when your values, beliefs, and attitudes were different from either your friends, teachers, or parents. Please tell what the value, belief, or attitude was, how was it different, how did others act towards you, how you felt, how others felt, how you defended yourself, and what happened in the end.

Name______________________________ Date______________

IN DEFENSE OF SELF

Many times, Maxine Waters has to defend and speak up for the black community and the special needs of black youth on the floor of the State Assembly. Many people still have very negative opinions and values about black people and the black community, so it is very important that someone like a Maxine Waters is around to tell people what we are really like and to fight for the kinds of programs we need to improve our communities and overall condition.

Of course, Ms. Waters could be silent and let all of the negative things said about the black community go by unchallenged, but that is not her style. She is a very assertive woman who will stand up for what is right, especially if it concerns black people.

In the spaces below, please describe a time when you had to verbally defend your family, friend, or community. Please describe what took place in the situation, including what was said that made you react, how you reacted, how you felt then and why you felt the way that you did, what did you say, how you felt afterwards, etc.

Name____

Date________________________

HEROES & HEROINES

There are a number of black assertive people in our communities and around the nation who can be examples for us to pattern our lives after. Some famous black people who have been assertive are Dr. Martin Luther King, Jesse Jackson, Mary Bethune, Malcolm X, Phylis Wheatley, Ron Karenga, Angela Davis, Stevie Wonder, and Bill Cosby, just to name a few.

There are also some very proud and assertive black people in our communities - people glad to be Afro-American and not ashamed to let others know it. Many black community people have had to be assertive with local bankers, businesses, employers, and social service agencies, to get the loans, services, and jobs they need and or entitled to. Let's face it, a lot of black people would not be where they are now, or have what they now have, if they had not been assertive.

In the spaces below, please write a story about someone that you know or have heard about, who was assertive. Your story can be about anyone - friend, neighbor, movie star, etc. Please make your story complete and include information on who that person is, what they did, why it was so important, why you admire them, and so on.

Name____ Date________________

MY ASSERTIVE PARENTS

Being a black female politician, Maxine Waters is "constantly being on the case" and assertively "taking care of business" in the California Assembly. However, assertiveness isn't a quality only possessed by politicians. We may not realize it, but our parents are also very assertive when it comes to their children and other matters of importance to them.

Sometimes, we are able to actually see, or hear, our parents being assertive - standing up for what they believe is right. Sometimes our parents are assertive when talking to someone over the phone, or at work, or with bill collectors, or with other people they come in contact with.

For this assignment, you are going to write a story about a time when your parents were assertive and really stood up for something that they really believed in. Your story should include what the situation was, why it was so important to your parent, what did they do, how did they feel afterwards, and what happened in the end. If you have not seen your parents being assertive, ask them to tell you about a time when they were assertive.

Name____________________________________ Date_________________

RIGHT AND WRONG

Most assertive people have a very good understanding of right and wrong...fair and unfair. As a black politician, Maxine Waters clearly knows what kinds of things are right or wrong, fair or unfair, when it comes to the black communities she represents in Sacramento. When Maxine Waters sees legislation, bills, or laws that are right, fair, and good for black people, she uses her influence and power to support them and encourage them on.

However, when Maxine Waters sees legislation, bills, or laws, that are unfair, detrimental,and bad for the black community, she uses her influence and power to have them corrected or "killed" on the "floor".

This activity requires you to think of a time when someone else did something or said something that wasn't fair to you or your parents. In your story, please describe what was said or done, how you or others felt, why you felt the way that you did, and how the situation was finally resolved.

Name____ Date__________________

FUN WITH ASSERTIVENESS

A number of three-letter, four-letter, and five-letter words can be made using the letters in **assertiveness**. In this activity, unscramble the letters in assertiveness and see how many words you come up with. Remember, you can use each letter only as many times as it appears in the word, assertiveness.

Three-Letter	**Four-Letter**	**Five-Letter**
(Ex. sat)	**(Ex. vase)**	

B

B is for the **BLUES** and the one and only
B.B. KING...

BLUES -

A form of jazz music. Blues texts are characterized by the expression of lament, grief, or depression, usually caused by trouble in love. This musical form has its roots in the black South...

B.B. KING -

BIOGRAPHICAL SKETCH

Riley B.B. King

(1925-Present)

Riley (B.B.) King was born on September 16, 1925 in a small Mississippi town. The town's name was **Itta Bena.** His parents, Albert and Nora Lee King were sharecroppers; that means they were tenant farmers and worked a portion of someone else's land for a share of the crop. This kind of work, sometimes called a kind of **slavery,** was very common for black people in the South in those days. His early childhood was filled with more than enough problems. When he was four years old, his mother left his father, and was eventually forced to live with his grandmother. Because in those days there were very few ways for people to communicate or travel, expecially black people, his father soon lost complete contact with young Riley and his mother, who went on to marry three other times. Riley King's early memories were of economic deprivation (**being poor**), fundamental religion (his grandmother was very religious), his mother's affection, and her death when he was only 9 years old.

Riley King had a strong **Baptist** upbringing, which came from his grandmother, who he helped raise **cotton.** While she only earned a salary of **$5.00 a month,** plus a share of the cotton sold, Riley worked for free. In those days, young people **were expected to work for nothing.** At age 15, his grandmother died, and he was very much aware of the fact that **he was poor, landless, was not allowed to vote, and was not protected by the law from arbitrary violence.**

The three main influences in his life were **Archie Fair,** a sanctified preacher who taught him how to spell-bind people with soul-stirring music; **Luther Henson,** who gave ham a positive image as a black man; and **Flake Cartledge,** who stood for the just and honest man.

Riley was married at age 19 to **Martha Denson.** Somewhere around 1945-1946, at the age of 21, his musical interests started to grow. He moved to Memphis, Tennessee to look for his cousin, **Bukka White,** a bluesman.

In **1948,** Riley King got his first big break and became the **"Pepticon Boy"** - singing radio commercials for a popular tonic. Soon, he was offered other jobs singing commercials on the radio. As he became more popular, he got more jobs at local clubs and came up with the catchy name of **Riley "Blues Boy" King,** which was later shortened to **B.B.**.

B.B. King made his first record in 1949. In 1951, his seventh record, **"Three O'Clock Blues"** became a hit. He had finally made it, but bad luck was still following him. His wife of eight years divorced B.B. in 1952, which inspired him to write another hit song, **"Woke Up This Morning Blues".**

Since then, B.B. King has been the **most successful blues singer around** with his special skill of thrilling audiences as he plays **Lucille** (his guitar) before **standing room only** crowds.

Name________________________________

Date________________________

ONE OF THOSE DAYS

Have you ever had one of those days when nothing you did came out right..You know, the kind of day where everything that could go bad, went bad? You seem to wake-up on the wrong side of the bed and things get worse as the day goes on. On any given day, some things are going to go bad, but these kinds of days are ridiculous.

B.B. King, the king of the blues, experienced many such days. B.B. King had days when his "money was funny and his change was strange", when he experienced "relationship" problems, when he was almost evicted from his home by rats and roaches,. etc.Unlike for most of us,these kinds of days were inspirational to B.B. because they gave him ideas that could be transformed into blues songs.

In the spaces below, please describe a day - not just any day _ but, a truly special day where everything you tried and said seemed to go wrong, or was taken the wrong way. Please make your story as complete and detailed as possible.

Name______________________________ Date______________

LONELY ME, LONELY ME

The life of a blues singer is a very lonely one, indeed. Most of the really good blues singers use their own life experiences to serve as the theme and motivation for their songs. It is very evident that the life of B.B. King was filled with more than his fair share of disappointments, frustrations, and difficulties. Yes, Mr. King spent a number of his earlier years experiencing life's ups and downs and perfecting his craft.

A lot of us feel lonely at times, too. Sometimes, we feel lonely because of something we may have said or done, or for reasons beyond our control. We go through times when we wish we had the company of someone very special to us to play with, talk with, and just be with.

In the spaces below, please describe a time when you felt lonely... when you wanted companionship, but none was available.

Name______________________________ Date________________

THE SAD ME

A lot of young people dislike the blues because it is "old folk music" and it's always so "sad". Young people often say that "Run D.M.C., J.J. Cool, the Beastie Boys are what's fresh now", while B.B. King, Bobby Bland, and Z.Z. Hill are names that only their grandparents might recognize and appreciate.

What many young people don't realize is that the message - the story- contained in the blues and in present day rap songs are the same.For the most part, the same sad tale is being told in both styles of music, with the only difference being the "tempo" of the musical accompaniment; the uptempo beat of rap versus the "down-home" beat of the blues.

Tempo aside, sadness is something we all have dealt with and experienced. We all experience sadness in a number of ways, for a number of reasons. This activity is divided into two parts.

First of all, please try to list five (5) reasons or things that might make you sad.

1.____

2.____

3.____

4.____

5.____

Now, you are going to write a story about something or someone that really made you sad. In your story, please talk about what happened that made you sad, who did it, why you felt so bad about it, what kinds of things you did, how did others act towards you, how did you get over your sad feelings, etc.

Name______________________________________ Date______________

FUN WITH THE BLUES

Every now and then, we all experience the blues. We all experience frustrations, disappointments, depression,anger, problems; there is always something that "bugs us". Most of us,however, keep these feelings bottled-up inside of us...never releasing them. These feelings eventually begin to affect or mental and physical well-being. We start getting more headaches, we feel more strssed-out, always on "edge", not energetic, and just not much fun to be around. We feel isolated and all alone.

But, you know, we all experience the same basic frustrations and problems; when you think about it, we are really not alone. This drill is a fun way of "releasing" our problems and frustrations, and showing how common many of our frustrations are; it is a fun way of dealing with our problems.

Blues singers, including B.B. King, have gladly shared their blues with us and we could relate to many of the things depressing them. B.B. King has written about the "nosey mother-in-law", the wife who couldn't cook, not being able to find a job, roaches in the kitchen, and a number of other topics.

Now, its your turn. You are going to write a blues song (or more exactly, a poem) about something that bugs you or troubles you. Once you've finished, we're going to have a "blues concert", using our voices as back-up instruments, and have a litle fun.

> **"when I was younger, I was a big fool...**
> **I didn't follow directions and quit high school...**
> **I thought I was tough, I thought I was strong,**
> **Thirty years later, I know I was wrong..."**

Name________________________ Date________________

THE DISAPPOINTED ME

We all experience disappointing moments in our lives. Sometimes, we really have big plans and when they don't happen the way we'd like them to, disappointment sets in.

B.B. King, like most blues singers, experienced many hard times in his career. He wasn't always as popular and appreciated as he is now. Early in his career, B.B. King was forced to perform in a number of "chitlin joints" in the South before only a handful of blues lovers. Being a black entertainer in the South "in those days" meant that a "lot of doors were closed to him";black people were not allowed to perform in the better clubs and make the kind of money they deserved.

In the spaces below, you are going to write a story about a time when you were disappointed. Please tell the situation, what or who disappointed you, why they disappointed you, how you felt, and how you dealt with your feelings of being disappointed or "let down".

Name___________________________________ Date_________________

MY DISAPPOINTED PARENTS

When we are disappointed about something, or someone, other people can usually tell. People can see us not as happy, cheerful, energetic, and pleasant, and they can usually guess that something happened, or someone did something, to disappont us.

When B.B. King was "down-in-the-dumps" about not getting the recognition and money he thought he deserved early in his career, others could see it. Fortunately, B.B. King was encouraged on by others close to him and by other blues musicians, because they knew things would get better later on "after he paid his dues."

We can tell when our parents are disappointed about something or someone;they really don't hide their feelings very well. In fact, sometimes, we are the source of our parents' disappointment.

This activity requires you to write a story about something or someone who seemed to disappoint your parents. Make sure your story includes what happened, how your parents acted and felt, what your parents did to make things better, and what finally happened. If you are not sure about what kinds of things have disappointed your parents, or have never seen your parents disappointed, ask them to help you with this assignment.

Name______________________________________

Date____________________

FUN WITH DISAPPOINTMENTS

The blues, particularly the blues of B.B. King, are filled with disappointments. His blues are filled with his disappointments in people, in loved ones, in the way society treats him, and so on. This drill will let us be creative and have fun with the word **disappointments.** We are going to make as many three-letter and four-letter words as we can by using the letters contained in **disappointments.**

Below are two examples to get you started. Remember, you can only use a letter the same number of times that it appears in the word - **disappointments.**

Three-Letter Words	Four-Letter Words
(ex. pit)	(ex. pint)

Thanks for the hard work!

C

C is for the CREATIVITY of
COUNT BASIE...

CREATIVITY -

1. to cause to come into existence; bring into being; make; originate; esp., to make or design (something requiring art, skill, invention, etc.) 2. having or showing imagination.

WILLIAM "COUNT" BASIE -

BIOGRAPHICAL SKETCH

WILLIAM "COUNT" BASIE

(1904 - 1984)

William Basie was born **August 21, 1904** in Red Bank, New Jersey. William, the child of a laundress and a caretaker, was a very modest and shy youngster who was a terrible student in school. Though he was not good in school, he had a **"great ear"** and was instinctively drawn to the **piano** "while still in knee pants." As a youth, he began playing **ragtime** with his own band at **dances, fish fries, and pig roasts.**

Around 20 years old, Basie went to New York City looking for his big break in music. In New York City, he served his **apprenticeship** and learned from the jazz greats; people like **Fats Waller, James P. Johnson, and Willie "The Lion" Smith.** These men were considered to be the great masters of jazz.

After learning as much as he could in New York, Basie left for Kansas City (1927 - 1936). Kansas City was a **"good town for music with joints up and down 12th Street.** In Kansas City, he began to work with the **Bennie Moten band** - which was the "hottest" thing going in those days. In K.C., he began to really sharpen his skills and style, and began to emerge as a leader of his own band with a very special personal style after the death of Bennie Moten. Part of his style was his **slow, moody, rocking at an easy, dancing pace.** Most of his successes came from playing the blues - songs like **"One O'Clock Jump"** and **"Every Day."** He felt that it was through blues that jazz communicated the most warmth.

Basie's skill and reputation began to grow and grow. His very successful 16-member band played all of the hot spots of his day, clubs like the **Savoy, Front Door, Carnegie Hall, Roseland, Lincoln Theatre, and the Cotton Club,** to name a few. This quiet shy and modest band leader, with a great ear for talent, and who has never done solos or featured himself on organ, has featured the likes of **Lester Young, Buck Clayton, Billie Holiday, Jimmy Rushing, Jo Jones, Tony Bennet, Frank Sinatra, Sara Vaughn, and Big Joe Williams.**

This man, **called the most imitated piano player around** by **Duke Ellington,** is one of only two jazz bands still around. In a day of the **Duke** of Ellington, the **Earl** of Hines, the **King of jazz** (Paul Whiteman), the **Baron** of Lee, the **Count** of Basie was one of the big bands to survive the test of time.

One of the great masters of jazz, he has toured Europe and Japan, and is admired by all.

In 1984, after fighting a long sickness, Count Basie died!

Name____________________________________ Date________________________

THE CREATIVE ME

When we get lazy and don't feel like exerting ourselves, we often say that we aren't creative or imaginative. But this is not really true. Everyone is, or has, moments of creativity. Sometimes, we come up with different ways of doing things, saying things, solving things, that are really "fresh". Sometimes, we stand out in the way we dance, dress, or cook; that's all part of being creative.

William "Count" Basie was a very creative musician in the 1930's, 1940's, and 1950's. He was very good at arranging the music for his band, the sounds of various instruments, and the personalities of many talented musicians into an original "swinging" jazz sound. He was equally as creative as a piano player.

This activity is about your creative side. You are going to write a story about something that you did or said that was creative, that was "real fresh". Make sure that your story includes all of the details associated with your moment of creativity.

Name ______________________________ Date ____________________

THE SKILLFUL ME

We all have a particular skill, or strength, that either makes us proud of ourselves, or makes others proud of us. Each of us can do certain things really well and these things make us proud of ourselves. Some people are skillful in school, in drama, in sports, in dancing, in getting our way, etc.

Count Basie was a very skillful piano player in the years from 1930 to 1950. According to one of his very famous friends, Duke Ellington, Count Basie was the "most imitated piano player around"; that means that other piano players were always trying to copy his music and style of piano playing.

Sometimes our skill may seem "little" and unimportant to us, but we shouldn't look at it that way. We should be proud of those things we do well, regardless of how small or how great.

In this assignment, you are going to write a story about one of your skills - something you do well. Your story should include what your skill is, how you got so skillful at it, what others can do to get as skilled as you, how do others feel about your skill, etc.

Name________________________________ Date__________________

WHO I ADMIRE

We all know and admire someone who is creative and who is able to come up with an original, or different, way of doing or saying things. Count Basie admired the creative Duke Ellington,another very famous and creative "swinging" big band leader known for his flair and showmanship.

We might know and admire the creativity of a friend -like Count Basie- a relative, teacher, parent, etc. Let's face it, sometimes friends, teachers, and relatives have to be creative just to deal with us.

In the spaces below, you are going to write a story about some creative person that you know and admire. Your story can be about someone young or old, someone living or dead. Your story should include the creative person's name, what he/she did that was creative, what you admire about the person, why you admire that person, how can you be like that person, and so on.

Name________________________________ Date________________

MY CREATIVE PARENTS

Our parents are very creative. No matter how crazy and unpredictable things become, our parents always seem to find a way to overcome these difficult times and situations and provide for us. Because things are so crazy these days, normal solutions or normal ways of dealing with problems, people, and situations just don't work; creativity becomes important.

This activity is about your parent's creativity in dealing with a problem, situation, or person. Think of a time when your parents were very creative and write a story about their creativity. You may want to ask your parents to tell you about one of their creative moments when they were your age.

Not much is known about the creativity of Count Basie's parents, but they definitely recognized creativity when they saw it. They realized early that William, their son, was very skilled and very creative on the piano. They supported him and encouraged him on as he practiced and improved his musical abilities. They probably knew that moving from Kansas City to New York would be a very important move career-wise for their son.

In the spaces below, write a story about your parent's creativity.

Name______________________________ Date____________________

CREATIVE SOLUTIONS

Just as Count Basie was very creative in expressing himself through his music, this activity requires you to use your creativity in dealing with some of the problems effecting the black community. As you know, there are a number of problems effecting children in our neighborhoods. These problems include things like drugs, child abuse, homelessness, violence, and so on. The biggest and most dangerous of our problems may be the number of children getting involved in drug and alcohol abuse.

Its a shame, but after all of these years, we still don't know the best ways of stopping our young black children, or keeping our young black children, from using drugs and alcohol. Maybe the problem is that adults are always trying to come with answers, and no one is asking the young people who are most effected by the problem. It makes sense that young people might have the answers to problems effecting them.

In this assignment, you are going to write your thoughts on the best, and most creative, way of stopping young black youth from using drugs. Make sure that your story includes your suggestion, how and why you think your suggestion might work, who else would be involved, how would your suggestion effect other people, how would others react to it, etc.

Name______________________________

Date______________________________

THE PERFECT SONG

Song writing, and writing music in general, is hard work. Count Basie was very good at composing music for his band. Even though he didn't write words to his musical tunes, it still took a tremendous amount of concentration, patience, and talent to produce his blues-rooted-jazz sound. Among his most famous compositions are **One O'Clock Jump, Every Day,** and **Paradise Squat.**

This assignment requires you to compose a very special song - a song about yourself. Because **"swing"** has been replaced by **"rap"** as the popular form of music these days, you are going to write a rap song about yourself. Your song (or poem) should include good things about yourself, things that you like about yourself. If you want, you can include things about your family in your song.

When you finish, hopefully, you will volunteer to read your rap song out loud. This will be a fun way to brag about ourselves as we let our classmates learn more about us.

Name____________________________________

Date____________________

THE PERFECT CREATION

This activity requires you to write a story about the most perfect thing you ever created or invented. If nothing comes to mind, use your imagination and write a "make believe" story about the most perfect thing that you could create or invent.

Count Basie's perfect creation was not imaginary; his was a very real creation. Count Basie created the "perfect band" to produce his "very special sound". He auditioned,or interviewed, several good musicians to see how talented they were individually, and to see how well they worked together in "a band concept." The Count's "perfect creation" remained together for some 30 years.

Please describe your perfect creation (real or imaginary) and tell about all of the good things that your creation (or invention) will do.

Name____________________ Date__________

IF I COULD BE AN INSTRUMENT

There are a number of very wonderful instruments that produce very beautiful music. Have you ever wondered about the kind of instrument you'd like to be if you had to come back as an instrument in the "next life." In the spaces below, describe the kind of instrument you'd like to be and the kind of music you would play. Tell how people would respond to your music. Use your IMAGINATION!

If Count Basie were to be **reincarnated,** he would come back as a **PIANO**. Now, what would you come back as?

Name____

Date________________________

FUN WITH CREATIVITY

A number of smaller words can be made by rearranging the ten (10) letters in **creativity**. In this exercise, you are to find as many three-letter and four-letter words as you can that can be made from **creativity**. Two examples are given, and remember, you can only use each letter the same number of times it appears in the original word.

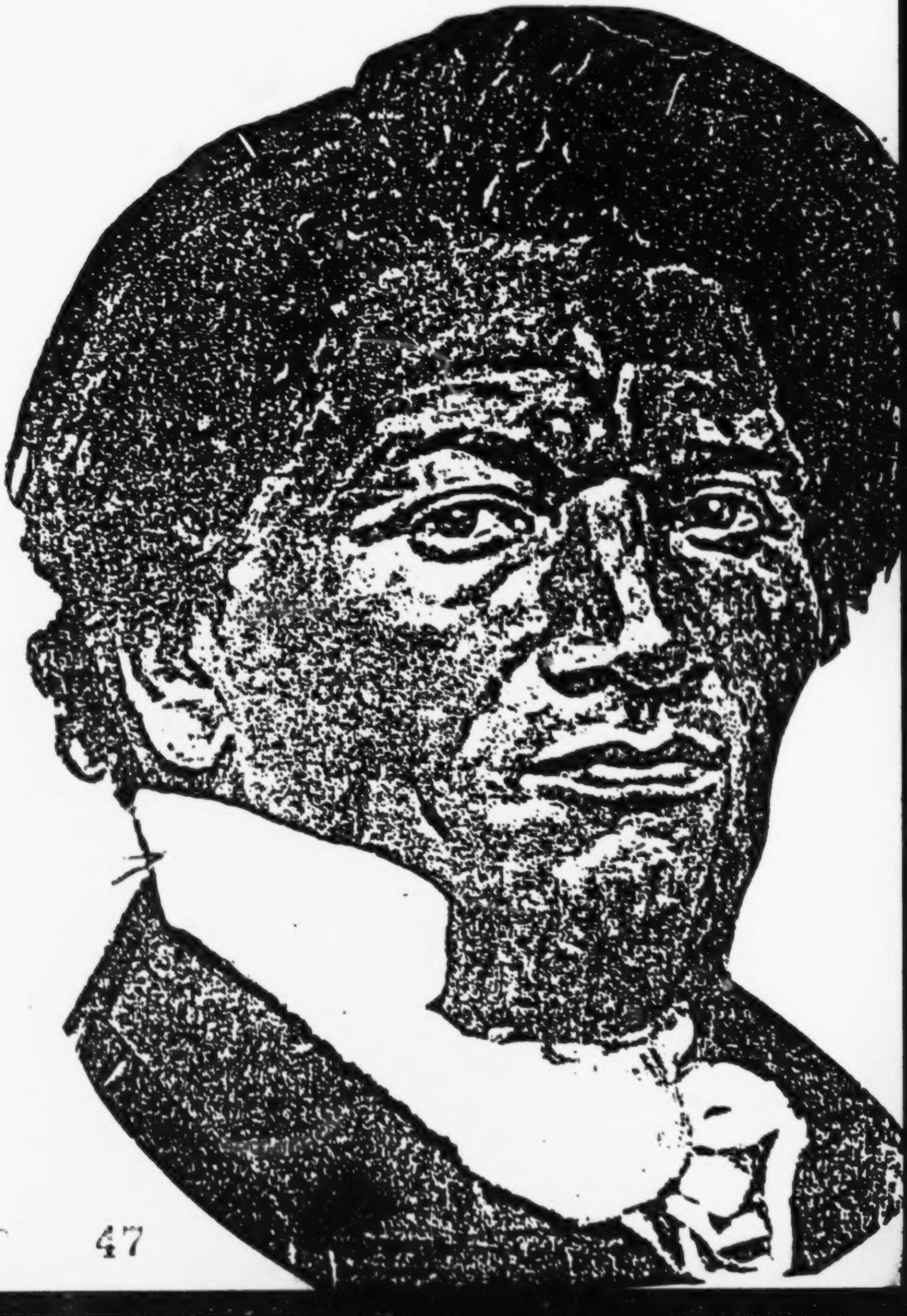
3-Letter Words	4-Letter Words
(ex. tar)	(ex. tier)

D

D is for the DEVOTION of
FREDERICK DOUGLASS...

DEVOTION -

1. to set apart for a special use or service; dedicate 2. to give up (oneself or one's time, energy, etc.) 3. loyalty or deep affection.



BIOGRAPHICAL SKETCH

FREDERICK DOUGLASS

(1817- 1885)

Born in **1817** on a Tuckahoe, Maryland plantation, **Frederick Augustus Bailey** was the son of a white father and slave mother. He was raised as a slave and as a child often had to fight with dogs over bones to get enough food to eat. At the age of eight, he was transferred to Baltimore where, with the help of supportive whites, he learned to read and write. Eight years later, Frederick was returned to the plantation. He was constantly in trouble with his overseer and was once whipped each week for six months in an effort to break his rebellious spirit. After a fight with a white **slavebreaker**, Frederick was once again sent to Baltimore, from where he finally escaped to New York and freedom at the age of twenty-one.

In 1841, now a married man, Frederick Augustus Bailey changed his name to Douglass and began to attend meetings of the various **anti-slavery societies**, telling of his experiences as a slave. The Massachusetts Anti-Slavery Society "engaged" him as a lecturer and expected him to simply tell what had happened to him as a slave, and leave the "broader issues" related to slavery to others, such as **William Lloyd Garrison**,and the society's main spokesman, **William Collins**. But, Douglass was determined that all of his opinions would be heard...."**It did not entirely satisfy me to narrate wrongs. I felt like denouncing them.**"

From that point forward, Douglass traveled all over **New England** and much of the North. His travels were not without hardship and danger, because he was still a **fugitive slave**. Nor was the North completely **sympathetic** with his cause. In Pendleton, Indiana for example, he was beaten unconscious and left for dead by a white mob. Undaunted, Douglass continued to denounce the evils of slavery.

Frederick Douglass, an ex-slave, ship caulker, wood cutter, coal handler, odd job man, became known as the spokesperson of his race..**the greatest orator of all the early abolitionists.**

Frederick Douglass is also famous for his abolitionist newspaper, **The North Star** (1847) whose name was changed in 1850 to the **Frederick Douglass' Paper**, **The National Era** - another newspaper he began in 1870, and for his powerful anti-slavery speeches. He also held several government appointments including **U.S. Marshall** for the District of Columbia, **Recorder of Deeds** for the District of Columbia, and **United States Minister to Haiti.**
February 20, 1895, this great man's life ended quietly at his home in Washington D.C., which has been preserved as a **national monument**.

Some of his famous quotations include the following;

"The fact that we have endured wrongs and hardships which would have destroyed any other race, and have increased in numbers and public consideration, ought to strengthen our faith in ourselves and our future."

"Neither we, nor any other people, will ever be respected until we respect ourselves, and we will never respect ourselves until we have the means to live respectably."

"Hungry men will eat. Desperate men will commit crime. Outraged men will seek revenge."

"If there is no struggle, there is no progress. Those who profess to favor freedom and not agitation, are men who want crops without plowing up the ground, they want rain without thunder and lightning. They want the ocean without the awful roar of its many water."

"Men are whipped oftenest who are whipped easiest."

"This struggle may be a moral one, or it may be a physical one,or it may both moral and physical, but it must be a struggle. Power concedes nothing without a demand. It never did and it never will."

Name____________________ Date____________________

THE DEVOTED ME

In the early days of America, Frederick Douglass, a free black man during the days of slavery, devoted his life to writing and lecturing against slavery. He often traveled to Europe to speak to groups about the "strange American institution", the evils and the immorality of men of one color owning, selling, and treating as property, men of another color. He often put himself in dangerous situations because of his devotion in helping his "brothers" get their freedom in this so-called "land of freedom."

When someone is devoted to another person, or to an idea, one really doesn't care or worry about the dangers, or bad things, they subject themselves to, or the dangers they might face because of this devotion.

This lesson requires you to write a story about a time when you were devoted to, or stood up for, another person or something that you believed in. In your story, please describe who the person was, or what the idea was that you stood up for; why it was important for you to stand up for this person or idea; how you felt doing what you did; how did the other people involved in the situation feel; what could have, or did, happen to you because of your "stand", etc.

Name________________________________ Date____________________

MY DEVOTED PARENTS

Parents show a great deal of devotion to their children. Our parents are very loyal, affectionate, dedicated, and supportive of us. Our parents have made many sacrifices for us to make sure that we have clothes on our backs, food on our table, a roof over our heads, etc. If anyone does anything to us, or says something negative about us, our parents are "right there" standing up and fighting for us. Just like we said earlier,parents show how much they are devoted to us in a number of ways.

Frederick Douglass didn't really know or spend any time with his parents. He knew that his mother was black and her name was Harriet Bailey. However, he wasn't sure who his father was. Rumor was that his white master was his father, but he never knew for sure. As was normal during those days, Frederick was taken away from his mother before he was 12 months old, and she was forced to work at another farm some distance away from her son. Even though he really didn't know his mother, and rarely saw her, like all mothers then, she did all that she could to protect and provide for Frederick while he was growing up under her care.

This activity requires you to write a story about your devoted parents. Your story should include ways that your parents show, or have shown, their devotion to you; how you felt about the things they did; how they felt doing them; why was what they did so important in the first place; etc.This is one of those assignments that you should share with your parents when you finish, to let them know how much you appreciate their devotion to you.

Name______________________________ Date____________________

COMMUNITY SERVICE

Frederick Douglass believed in and was devoted to a free black community. He felt that it was his "mission" or "responsibility" to do all that he could to help his fellow black American obtain their freedom. His devotion led him to write a newspaper, The North Star, and to travel the world speaking out against slavery.

We also have a responsibility to the black community. Our lives should be devoted to improving the conditions in our communities and making them better places to live in.

This lesson requires you to list three things that you don't like in your community. After you list the three community problems, you will pick one of them and write a story about what you can do, or would like to do, to make your community "better". Make sure to talk about the problem, or thing you don't like. Discuss why the problem is a problem to you, how it effects the community, how do people feel about it, etc. Also include the thing, or things, you would do to improve things, why you would do them, how you would feel doing them, how others would feel about them, how will the community be changed because of you, etc.

THREE THINGS THAT I DON'T LIKE OR COMMUNITY PROBLEMS

1.____

2.____

3.____

Name___________________________________ Date_____________________

THE SACRIFICING ME

Most of us have made a number of sacrifices during our lives. Sacrifices are made by both young people, as well as by older people. I am sure that there have been times when you wanted to do something, say something, or buy something for yourself, but at the last moment, changed your mind and did something else for someone that you knew, respected, or loved. On those occasions, you made sacrifices.

Our parents make sacrifices for us daily. Sometimes, our parents might want to buy themselves something special to wear, but instead, they buy us a pair of tennis shoes, a special jacket, or take us on a special trip. Sometimes, young people have to choose between doing special things with friends or with their little brothers and sisters. A lot of times in these situations, we choose to sacrifice, or give up being with our friends, to stay and do something with our brothers and sisters.

Frederick Douglass made several sacrifices during his lifetime. In times of slavery, Frederick Douglass could have "sat back" and enjoyed a very comfortable and rewarding life as a free black man. But, he chose to give up the "easy life", and devote his life to traveling around the world speaking out against the "enslavement" of his fellow black Americans. He could have lived a very "safe" life, but instead, he chose to put himself in dangerous, life-threatening situations daily as he spoke and wrote against slavery in his newspaper, **The North Star**.

This lesson requires you to write a story about a time when you sacrificed doing something for yourself to do something for someone else. Your story should include the situation, what was sacrificed, was the decision to make the sacrifice a hard or easy one, how you felt making the sacrifice, how others felt when you made the sacrifice, etc.

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Name ______________________________ Date __________________

SACRIFICES

As mentioned earlier, our parents have made many sacrifices for us. Aside from providing us with food, shelter, and clothing, some of our parents have also begun to save money for our graduation from high school and our college education. I'm sure that when they were younger, many of our parents sacrificed going out to a party, picnic, or movie and having a good time, to instead, "stay home with us."

It's hard to describe the sacrifices made by Frederick Douglass' mother, Harriet Bailey. Though its not known for sure, the biggest sacrifice made by mothers in those days was giving up their chances to escape from slavery and leave their plantations to remain near their children. This decision not to escape, also was like "signing a death warrant", because most of these mothers died early due to the pressures, cruelties, mental and physical abuses they encountered under slavery.

In the spaces below, you are to write a story about one big sacrifice your parents made for you. In order to get information for your story, you will have to talk to your mother or father, or both, about something they sacrificed for you. Your story should also include why they made the sacrifice, how important the sacrifice was to them, how they felt about the sacrifice, how others felt about the sacrifice, how you feel about the sacrifice, how you feel about your parents now, etc.

Name ______________________________

Date ________________

THE LOYAL ME

Loyalty is something that is very important and is very hard to explain. To be loyal to something, or someone, is to "be true to", and faithful to, supporting and defending, a thing or a person. Frederick Douglass was very loyal to his fellow black Americans. It didn't matter if they were "enslaved" or free, Mr. Douglass "was there" to defend and support them. Frederick Douglass knew about other free blacks helping their black brothers and sisters in slavery escape "to freedom in the North." Even though slave owners and slave catchers threatened and tried to force him "to tell on his brothers" and let them know where the slaves had escaped to and who was helping the slaves escape, Frederick Douglass showed his devotion, affection, and loyalty, and said nothing.

Sometimes, we get into trouble because we are loyal to a friend or relative. Sometimes, our friends get into trouble and others try to get us to "tell on them." Just like Frederick Douglass, we don't tell on our friends because we are loyal to them.

For this lesson, you will write a story about a time when you were loyal to a friend or relative. Please make sure that your story includes who you were loyal to, what the situation was in which you showed your loyalty, how you showed your loyalty, how did you feel being loyal, how did your friend feel about your loyalty, what happened to you because of your loyalty, etc.

Name________________________________ Date____________________

MY LOYAL FRIENDS

Just as we are loyal to our friends, we do expect our friends to be loyal to us, and stand by us, in difficult situations. Frederick Douglass was very loyal to his friends and fellow black Americans - both free and enslaved. His friends were also very loyal to him.

One of Frederick's early loyal friends was a Mr. Ruggles of New York city. Frederick escaped from slavery in Maryland by stealing a sailor's uniform and "protection papers", and hiding on a ship until it reached the free state of New York. Once he arrived in New York, he was homeless, houseless, and helpless; he was afraid of whites and distrusting of blacks. Well anyway, Mr. Ruggles was kind, supportive, helped Frederick marry, and helped him finally escape to New Bedford, Massachusetts. Once there, Frederick,who had used the last names of Bailey and Johnson, decided to call himself Douglass.

For this lesson, you will have to write a short story about a time when a friend of yours showed his or her loyalty to you. Describe everything that you can about the situation and tell how you felt afterwords, and why it was so important to you for your friend to be loyal.

Name____

Date______________________

THE AFFECTIONATE ME

We all are affectionate. Girls, boys, men and women show affection all the time, in a number of different ways. Afterall, affection is nothing more than showing tenderness, love, fondness...liking someone. Frederick Douglass not only **liked** his black brothers and sisters who were trapped in slavery, he **loved** them. That is the reason why he was not afraid to make sacrifices and risk his life for their freedom.

We show how affectionate we are in a number of different ways. Some of us are affectionate to a special girl friend or boy friend, a special teacher at our school, a special neighbor or adult in our community, a special relative, etc. We don't mind doing nice things for the special person that we like, and if we have to, we will fight to defend or protect them.

For this lesson, you will have to write a story about a time when you showed your affection to a very special friend, relative, or adult. Your story should include who the person was that you were affectionate to, why you were affectionate to them, what did they do to deserve your affection, how did it feel being affectionate, how did they feel, etc.

Name________________________________ Date_____________________

FEELING GOOD

We all like to feel good about the things we do and the things we are devoted to. Frederick Douglass was devoted to black people and showed his devotion in everything that he did. His devotion to black people helped him in writing and publishing his **North Star** newspaper, and lecturing against the enslavement of black Americans. He put a lot of energy and effort into these two things and felt good about the things he accomplished. He felt especially good whenever one of his actions resulted in blacks being freed from "enslavement".

In the spaces below, list the ways that the people below make you feel good about yourself.

MY PARENTS MAKE ME FEEL GOOD WHEN THEY...

1. ____

2. ____

3. ____

MY FRIENDS MAKE ME FEEL GOOD WHEN THEY...

4. ____

5. ____

6. ____

MY SCHOOL TEACHER MAKE ME FEEL GOOD WHEN HE/SHE...

7. ____

I FEEL GOOD ABOUT MYSELF WHEN I...

8. ____

I AM GOOD AT MAKING OTHER PEOPLE FEEL GOOD, TOO. THESE ARE THE WAYS THAT I MAKE OTHER PEOPLE FEEL GOOD.

Name________________________________ Date____________________

ABOUT FRIENDS

Frederick Douglass traveled the world speaking out against slavery. Because the world was "his stage", he met and became friends with many people who also could not understand the institution of slavery. His friends played an important role in helping him obtain his own freedom, as well as helping him with his abolitionist efforts in America.

The following questions are about friends. Try to answer them as honestly as possible.

1. I FEEL SUPER WHEN A FRIEND____
____

2. MY FRIENDS THINK I AM____
____

3. ONE NICE THING THAT A FRIEND HAS DONE FOR ME IS____________________
____
____

4. I TALK TO MY FRIENDS ABOUT____
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5. I FEEL SAD WHEN A FRIEND____
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____

6. IT IS IMPORTANT THAT MY FRIEND____________________________________
____
____

7. I WAS HONEST TO MY FRIEND WHEN____________________________________
____

8. FOR A GOOD TIME, MY FRIENDS AND I__________________________________
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Name ______________________________

Date __________________

FUN WITH DEVOTION

Here we go again! This is an activity in which you'll have to make as many three letter words as you can using the letters in the word-**DEVOTION**. You will only have five (5) minutes to come up with your list of words. Don't forget that you can only use each letter the number of times it appears in DEVOTION; in other words, your three letter word cannot contain more than two "O's" or one "T".

When time is up, compare words. If you have a word that appears on another person's paper, each of you cross that word out. The person with the most words (or letters) not crossed out wins the contest.

DEVOTION

(ex. ton)

Words or Points ________________

E

E is for the ELOQUENCE of
JESSE JACKSON...

ELOQUENCE -

1. speech or writing that is vivid, forceful, fluent, graceful, and persuasive 2. the art or manner of such speech or writing 3. persuasive power.

JESSE JACKSON

"Our Time Has Come"

BIOGRAPHICAL SKETCH

JESSE JACKSON

(1941 - Present)

Jesse Louis Burns was born October 8, 1941 in Greenville, South Carolina. His parents were Noah Louis Robinson and a young neighbor, Helen Burns - a high school student. Jesse's father had had three daughters by his wife and desperately wanted a male child. When his wife could no longer reproduce, his father had a relationship with the young neighbor next door. Jesse's mother was ridiculed by the town and kicked out of the Baptist Church because she had given birth to an illegitimate child out of wedlock. Jesse's father helped very little in his upbringing and he was mainly raised fatherless - by his mother alone. Jackson's natural father was from a lone of Baptist preachers well respected by both the black and white of the community. In 1943, his mother married a **Charles Henry Jackson**, which stopped the town's ridicule and cruelty.

His grandmother taught him the meaning and spiritual necessity of working. By 6, he was working; at 8 years of age, he was working concessions in a local footbal stadium - making him the first black to do so. At 9 years of age, Jesse was elected to the National Sunday School Convention in Charlotte and he obtained his first public speaking experiences by giving reports to the group. His early beginnings played an important part in shaping Jesse Jackson. He grew up in a time when the hypocrisy and injustices of segregation and **white only signs** were everywhere. His grandparents helped him develop a deep respect for women and the work ethic. Even though he was born with two strikes against him (being black in the South, and being an illegitimate child), he didn't retreat and hide, but reacted by trying to **beat the system. He had an ego; he was agressive, self confident, naturally rebellious, very ambitious, and a climber.**

The young Jesse had two personalities; in school he was always kissing up to teachers and the system, while afterwards, he was shooting craps on the streets and rabble rousing. He was able to walk on both sides of the streets well. All of this helped shape him into a powerful individual with an ego to match, as evidenced in his **I Am Somebody** speeches.

He was a football quarterback in high school and very popular on campus with the girls; in fact, he used to study the dictionary to improve his vocabulary to better woo the girls. He attended A.T.T. College at Greensboro, North Carolina, and got involved in the **civil rights movement.** There he met **Jacqueline Davis** and married her in 1962. Upon graduating from college in 1963, he decided to become a preacher. So, in 1964, he enrolled in the Chicago Theology Seminary. While there,he joined the **Southern Christian Leadership Conference** and became one of **Martin Luther King's** leutinents. While King was in the South, Jackson was in the North (**mainly Chicago**) doing his thing. Because King had difficulty and didn't understand the **Northern mentality,** Jesse Jackson proved very important to the movement.

Jesse Jackson, called the **best known black man in America** because of his media coverage, had many important programs. Among them were his **Operation Breadbasket, PUSH, and his Rainbow Coalition.**

Name______________________________ Date____________________

THE PERSUASIVE ME

Jesse Jackson is a very eloquent and persuasive speaker. Just by talking, he is able to influence people to do different things. In 1984 and 1988, Jesse Jackson tried to become President of the United States. He formed a group made up people from different races - The Rainbow Coalition - who supported and guided him in this very difficult quest. In his bid to become President, he had to go to many different cities and make speeches telling people why they should vote for him in the big presidential election. He didn't do too well in 1984, but things may be better in 1988.

He hopes that his speeches are persuasive enough to influence people to vote for him because of his stand on issues, and not simply disregard him because of his color.

We have also been in situations where we tried to influence a friend, relative , or teacher. Sometimes, we try to influence others when we want to "get our way", get support from others, or in trying to get out of trouble.

In the spaces below, describe a time when you tried to be persuasive... when you tried to influence the attitudes or behavior of another person. Be sure to include information in your story about what the situation was, why you wanted to influence the other person, how you influenced the other person, and so on.

Name___________________________ Date_____________________

THE SPOKESPERSON IN ME

A spokesperson is someone who speaks up for, or represents, a group of people. Sometimes, because someone may be a good, persuasive, convincing person who is able to express himself/herself well with words, they may be asked to say something to someone else on behalf of the group. To a number of people, Jesse Jackson is the spokesperson for Black Americans.

Jesse Jackson is regularly seen and heard on television, radio, and in newspapers speaking out against racism, economic oppression, and exploitation of black people in America and in Africa. He is constantly trying to raise the awareness of white America on the conditions encountered by Black Americans.

In this lesson, you are to describe a time when you had to speak up for your classmates, friends, or brothers and sisters. Don't forget to describe the situation as completely as possible.

Name________________________________

Date____________________

IT'S NOT WHAT YOU SAY,
IT'S HOW YOU SAY IT...

You know that old expression, "its not what you say, its how you say it", is really true. It seems that the tone in our voice that we use in talking to others is sometimes much more important than what we want or meant to talk about in the first place. Have you ever thought you were saying something nice to someone else, but they took it the wrong way because of the tone of your voice, or the way you said it. Sometimes, we can say good and nice things in a sarcastic way by accident, and the person we're talking to reacts in a very different way than we expect.

Jesse Jackson is very aware of the importance of tone and body language used in saying things.

Jesse proved that it's more sometimes than what you say and how you say it, but also when you say it. Timing, when you say something, is very important, and can lead to very big misunderstandings. When Dr. King was assassinated, Jesse got into big trouble with the leadership of the black movement. It's not what he said that was wrong or bad after the assassination, but that he wasn't supposed to speak to the media in the first place. Rev. Abernathy, Dr. King's assistant, had told everyone to be quiet and not talk to the press until they had a chance to meet. However, Jesse did talk to the press while the others were meeting, and became a national figure that day. He was called an "opportunist", but he felt that someone had to jump in and take charge. He did, and the Rev. Abernathy didn't.

In the spaces below, you are going to describe a time when you said something that you meant in one way, that was taken a very different way by someone you were talking to. Discuss the reasons that might explain the misunderstanding and its effects upon you and the person you were talking to.

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Name_______________________________ Date____________________

PREACHING ME

When we go to church, or look at religious programs on television, the preacher is always doing one thing; HE IS ALWAYS PREACHING. Most of the time, he/she is telling his church members how bad things are, or the the bad things they have done, and the importance of "doing the right things" before it is too late.

The Reverend Jesse Jackson not only preached from the pulpit in his church on Sundays about the Bible, he also preached in the streets about the rights of black people. I think he understood human nature - the way people are - and realized that you some times have to "preach to people" and really get on their nerve before they do something.

In the spaces below, you are to write a story about a time when you had to "preach" to someone (a friend, younger brother or sister,neighbor, etc.) about something they were doing that was wrong, or something that they should have done. In your story, make sure to really describe the situation well. Mention what it was they were doing that was wrong or what they should have been doing, how you "preached" to them, did they understand what you were telling them, how did they act towards you, how you felt afterwards, etc.

Name________________________ Date______________

ALMOST LIKE SINGING

Some people really sound good when they talk. Their words, phrases, sentences seem to have a beat to them and flow like words in a song. One such person with the skill to "really sound good" when he talked was the late Dr. Martin Luther King. In his "I Have A Dream and I've Been To The Mountain Top"Speech, right before his assassination , he sounded as good as Smokey Robinson singing "Ooh, Baby, Baby" or Luther Vandross singing "If This World Were Mine." He had the ability to almost hypnotize audiences and stir them on to action.

This is one of the abilities that Jesse Jackson admired about Dr. King. Jesse Jackson "copied" Dr. King's dedication and commitment to black people, as well as his syle of speaking. Please don't get the idea that Dr. King "invented" this style of speaking because he didn't. Black preachers have always had this ability. Dr. King was just very good at it.

In this lesson, you are to write a story about someone (friend, relative, movie star, preacher, etc) you admire because of the way they speak, their ability to use words, and get people's attention or get things done. In your story, name the person you admire, describe what they do, when you heard them speak, what they spoke about, and how others felt about their speech. This is a hard one, so don't give up.

Name______________________________

Date______________________________

MY PERSUASIVE PARENTS

We all know how persuasive our parents are or can be. Because they are our parents, they aren't as nice, eloquent, or are aware of the tone of voice they use with us when they are trying to "persuade" us to do something.

Though they might not speak eloquently to us, they do get their point across, and we do what they say!

In the spaces below, describe a time when your parents tried to "persuade" you to do something that they wanted you to. Describe how they got their point across, the tone of their voice, body language, gestures, etc. Talk about how you felt, how they may have felt, why they talked to you that way, did you do what they were trying to get you to do, and why you did it.

Name______________________________ Date______________________

SMOOTH TALKER

Yes, Jesse Jackson is a smooth talker; he does have a "way with words". Jesse Jackson is probably one of those people who could "talk a baby out of his candy." It seems that preachers and politicians are some of the "smoothest" talkers around.

On the other hand, dope dealers are also very smooth talkers. They have been able to talk younger children into using drugs, trying alcohol, and in general, doing things that children know are not right. They often say that "no one will find out" or that "one time won't hurt", or that "all of the cool people do it " to get us to do what they have in mind. Even though we know better, we still let them convince us, and you know who always winds up in trouble...US! It's not easy "JUST SAYING NO" and walking away.

In this lesson, you are to write a story about a time when a smooth talking friend, relative, or neighbor tried to get you to do something that you knew was wrong. In your story, tell who the person was, what he or she wanted you to do, what you did do, if it was easy or hard, how it felt afterwards, did you get into trouble, etc.

Name ______________________________

Date ______________________________

LET'S STOP IT NOW!

Everyone has an opinion on how to stop drugs in America. Since they've been in the WHITE HOUSE, the President and Mrs. Reagan have had news conferences stating what they thought would work in the "WAR AGAINST DRUGS".

President Reagan had proposed three actions to stop drugs. They were (1) the death penalty for repeated drug dealers, (2) using the army to guard the borders of the country, and (3) more money for treatment and prevention programs. His wife, Nancy Reagan, has been traveling around the country speaking about "just saying no" to young people.

Jesse Jackson is running for President again, and he needs a speech on what to do about the drug problem in this country. You are his speech writer and you have to write his drug speech. What do you plan to have Jesse Jackson say on television about the drug problem in America.

Name____ Date____________________________

PUSH FOR EXCELLENCE

Jesse Jackson's PUSH FOR EXCELLENCE PROGRAM worked with black or Afro-American youngsters in schools trying to get them to become better students, get better grades, learn about their culture, and increase their pride, as well as helping them say no to drugs. He traveled to schools around the country describing his program and having black kids repeat the saying after him, **"I AM SOMEBODY."**

Jesse Jackson was aware of the fact that young people used drugs and alcohol sometimes because they had low or poor self concepts (they didn't like themselves), and that students who did well, or thought they could do well, in school, did not usually get into trouble with substances. This is one of the reasons why his program started and was so important in the Chicago area.

In the spaces below, please write about why you think pride in onesself and success in school is important.

NAME ______________________________ DATE ____________

WHAT IT MEANS TO ME

A lot of times, we aren't asked our opinions on a lot of things. This is wrong because it is important what we think and how we feel about certain issues that effect us. Both young and old Afro-Americans have experienced situations in which they aren't asked their opinions or interpretations of important issues.

This activity requires you to write YOUR INTERPRETATION of this very meaningful message from Jesse Jackson. In other words, you are going to explain what this saying means to you and why you think it's important.

Jesse Jackson's message is..." WE CAN MARCH, RUN, OR CRAWL TO FREEDOM, BUT WE CANNOT STAGGER TO FREEDOM."

Good Luck...Now Begin!

Name Date

MY EULOGY

One of the things that preachers do when they are not preaching on Sundays, visiting the sick members of their church during the week, or trying to raise money, is delivering eulogies, or in other words, speaking at funerals. This, in my opinion, is one of the hardest things that a preacher does because he has to tell the truth about the life of the person who is being buried, but he doesn't really want to dwell on the bad things that may have happened to that person during his or her life, or the bad things that person may have done. Preachers like Jesse Jackson have the ability to mention the bad things in a person's life in a way that doesn't hurt or embarrass that person's family and serves as an example or lead-in into a speech on the "right way to live one's life."

Well, wouldn't it be wonderful if we could write out our own eulogies before we died...having the minister say what we'd like him to say about us once we have passed on. My Eulogy is a drill in which you write what you would like to have someone say about you "once you've passed on." The activity also involves having someone come before the class and read your eulogy with "gusto"!

This activity is designed to be fun, lively, and not morbid. This activity also isn't making fun of preachers and death. It is just another way of getting us to look at our self-concepts. Still, this activity can be difficult for a number of reasons. SENSITIVITY IS A MUST!

HERE LIES THE BODY OF

Name______________________________

Date______________________________

FUN WITH ELOQUENCE

Using the letters in the word - ELOQUENCE - try to make up as many three letter words as you can in five minutes. Remember that you can only use each letter the number of times it actually appears in the original word. At the end of the five minutes, read your words out loud and compare words with your classmates. If your word appears on another student's paper, cross it out. After all papers are read aloud, the person with the most words (or letters) not crossed out wins the contest.

Good Luck...Now Get Started.........

ELOQUENCE

Total Words ________________ or Letters ______________

F

F is for the FEARLESSNESS of
DESMOND TUTU...

FEARLESSNESS -

1. without fear; not afraid; brave; intrepid 2. general term for the anxiety and agitation felt at the presence of danger

DESMOND TUTU -

BIOGRAPHICAL SKETCH

BISHOP DESMOND TUTU

(1931 - Present)

Desmond Mpilo Tutu was born in the gold mining town of **Klerksdorp, Witwatersrand, Transvaal, South Africa**, on October 7, 1931. His middle name, **Mpilo**, meaning **"life"** in Sotho, a Bantu language, was given to him by his grandmother because he was always sick as a child and wasn't expected to survive. His father, **Zachariah Tutu**, was a school teacher from the **Xhosa** (a Bantu tribe). His mother, **Aletta Tutu**, was from the **Tswana** tribe and did domestic work.

At an early age, Tutu's mother moved to **Johannesburg** to work as a cook in a missionary school for the blind. It was at this school that the young Tutu began to understand compassion for and dedication to the plight of the deprived. It was also at this school that Tutu met one of the most influential people in his life, the **Anglican cleric Father Trevor Huddleston.** Huddleston was Tutu's chief **mentor** and **role model.** On his first encounter with Huddleston, Tutu recalls: **I was standing with my mother one day, when this white man in a cossack walked past and doffed his big black hat to her. I couldn't believe it-a white man raising his hat to a simple black working woman."**

Tutu's first love was medicine. But because he didn't have the money to afford medical school, he turned to **teaching.** After receiving a diploma at the **Bantu Normal College** in Pretoria and a **B.A. degree** at the **University of Johnannesburg**, he taught at Madibane and Munsieville High Schools (1954-1957).

When the South African government introduced a "second-class state-run school system for educating Blacks, he resigned from teaching. Out of the classroom, he saw the **church** as a **likely means of service.** Tutu said that he felt that he had been **"grabbed by God by the scruff of his neck in order to spread His work, whether it is convenient or not."**

Tutu became ordained an **Anglican priest in 1961.** He returned to school and earned another **bachelor's degree in divinity and masters degree in theology** at the King's College in London.

In 1978, Tutu became the first **black secretary general of the Interdenominational South African Council of Churches.** The South African Council of Churches under Tutu became **an important vehicle of black protest.** Two times in 1979, he got the South African government extremely angry at him. The first instance was the enactment of the **Group Areas Act**, a law giving the government the power to remove blacks from urban areas to barren tribal lands. After witnessing the pathetic conditions in the black **squatter camps**, Tutu angered the government by describing these camps as the **government's final solution** to the black majority problem.

Additionally, the government was angered by Tutu's **advocating for the withdrawal of foreign investments from South Africa.** On television in 1979, Tutu asked that the Danish Government stop buying coal from South Africa. When he returned home to South Africa, the government **confiscated** his passport and forbid him from leaving the country.

His passport was restored in 1981, and he began talking again to the international community. His message was **"if you want to see fundamental change in South Africa by peaceful means, you must give assistance by applying pressure on the South African government, political, diplomatic, but above all, economic."** Once again, the South African government seized in passport in the summer of 1981.

A number of other awards were given to Tutu. In late 1981, he received an **honorary doctorate degree in sacred theology** from Columbia University (New York), and the **Nobel Peace Prize** in 1984. The Nobel Peace Prize committee said of Tutu..."**it is the committee's wish that the Peace Prize now awarded to Desmond Tutu should be regarded not only as a gesture of support to him and to the South African Council of Churches of which he is leader, but also to all individuals and groups in South Africa who with their concern for human dignity, fraternity, and democracy, incite the admiration of the world.**"

"Hey, we are winning! Justice is going to win" was Tutu's first reaction to the news of the award. He went on to scorn the government of South Africa for not doing anything to give all Africans a share of the political power. In a country where whites are only **20%** of the population, they still controlled **87%** of the land. Tutu warned that "this is our very last chance for change, because if that doesn't happen...it seems the **bloodbath** will be inevitable.

On **November 3, 1984**, Tutu was elected the **first Anglican bishop of Johannesburg.**

One of Bishop Tutu's most recent speeches addressed the United States' policy of **"constructive engagement"** under President Reagan. Of the policy, Tutu said, "**to be impartial...is indeed to have taken sides already...with the status quo.**"

The "Good Bishop Tutu" remains a very vocal speaker against the South African system of **apartheid.** He and his wife, **Leah Nomalizo Shenxane,** who were married in 1955, have one son and three daughters. He sees himself as a **"simple pastor, passionately concerned for justice, peace, and reconcilation,"** and as he constantly points out, "**the number of preachers of reconcilation in South Africa is fast diminishing.**"

Name______________________________ Date____________________

THE BRAVE ME

A lot of people are brave and very brave people are really fearless. I mean, to really be fearless, one has no fears, one is afraid of nothing. Desmond Tutu is a very brave person. Afterall, Bishop Tutu is black, speaks his mind on the inequalities black people experience, and is critical of the system of apartheid in South Africa which separates the races in the country. Maybe Bishop Tutu does have his share of fears, but he realizes the imporance of what he is trying to do in South Africa and sees what he's doing as worth the price "it could cost him".

A number of us are also brave. We have shown how brave we are by something we either did or said. Some of us may have stood up to someone bigger than we were or volunteered to do or say something in class in front of our classmates. Some of us have shown how brave we were by trying some of the scary rides at amusement parks.

In the spaces below, you are to write a story about a time when you were brave and showed people how courageous you were, either by doing something or saying something. Make sure your story contains all of the facts.

Name________________________________ Date___________________

FREEDOM AT ANY COST

Bishop Tutu is a fearless man who believes in"freedom at any cost." This means that he feels that fighting for the freedom and equality of his fellow African brothers and sisters is more important than being called names, insulted, beaten-up, and even being murdered. There have been many other black men and women, here in America, who also have believed in freedom and equality at any cost. Many of these same black people were called names, insulted, put in jails,and even assassinated. Dr. Martin Luther King was one such person.

Even though there have been many black men and women not afraid to speak-out for the freedom and equality of their fellow black man, there still have not been enough such people. It seems that too many of us get afraid of losing our reputation, our jobs, our friends, our homes, etc., and "chicken out" and do and say nothing. A lot of us are not fearless when it comes to improving our communities. We get afraid and start making all kinds of excuses why we don't, or can't, do certain things to improve our community.Perhaps, we should be like the Panthers of the 1960's, who set out to clean up their East Oakland community. They put themselves on the line, took up guns, knives, and sticks and chased the dope dealers out. They were not afraid of dying.

In the spaces below, you are to describe a time when you may have risked your life to do or say something. If you have never risked your life to do or say something, use your imagination and write a story about what kinds of things you think you would risk your life for when you become an adult.

Name________________________________ Date______________

AND THE YOUNG SHALL LEAD

We all recognize how fearless the Bishop Desmond Tutu is. We see him risking his life everyday in his hostile and dangerous homeland, South Africa, preaching to his brothers and sisters about equal rights and self determination (being in charge of and controlling one's own destiny). This may seem a bit strange when one realizes that South Africa has more than 15 black Africans to every one white Afrikanner. While they outnumber white South Africans, black South Africans have no political or economic power in their own land.

Back in the 1960's, again, during the Black Power Movement in America, fearless black warriors formed gangs to clean up the black community. These gangs consisted of the Black Panthers, US, the Nation of Islam's Fruit of Islam, Black Student Unions, Students Non-Violence Coordinating Committee, etc. These brothers made sure that drugs and dope dealers did not deal in the community. They didn't play; in other words, they fought fire with fire. If it took violence to chase the dope dealers out of the neighborhood, they would use violence. They were not afraid to use guns, bumper jacks, knives, etc., to deal with drugs and drug dealers. At times, they also had to go "toe to toe" with police.

Even though these fearless brothers were part of a gang, they were part of a gang that was trying to improve their communities.

In the spaces below, write a story about a gang of fearless young brothers and sisters that are trying to do good things for the community. Keep in mind that a gang is "only a group of people" and it can be good or bad.

Name______________________________

Date______________________________

MY FEARLESS PARENTS

Our parents have done their share of fearless or brave things in their life time. Of course, our parents are probably more cautious now because they have families to take care of and provide for, but I'm sure that when they were younger, they were a little "wilder" than they are now.

This activity requires you to write a story about your brave and fearless parents. If you can, write a story about a time when you saw your parents do something that was very brave. Describe the situation as best as you can and write about why you think your parents did what they did, how other people reacted to it, how did they feel afterwards, etc. If you can't remember seeing, or hearing about, your parents being brave, this assignment gives you a chance to ask them to tell you about a time when they were brave and fearless. Once they give you the information, be sure to include it all in your story about your fearless parents.

Name________________________________ Date____________________

OUR POOR YOUNG MISLED WARRIORS

In our communities, there are too many young brothers and sisters involved in gangs that "are off into no good". These young gang members spend their time getting high, writing graffiti on walls, fighting and killing each other, terrorizing community residents, and giving the community a really bad name. I mean, it is sad to see how these young misled warriors risk their lives, and don't mind dying over a thing as small as a blue or red handkerchief or head rag. To these young brothers, it seems that there is very little about life to make it worth living.

It is sad to realize how many of our youth are lost to gangs, prisons, and drugs. The warriors that our struggle needs for freedom and equality in America and Africa are being lost. These young misled warriors, who don't mind dying, going to prison,and using and dealing drugs, are only not only hurting themselves, they are hurting all people of color.

Can you imagine how much we would have achieved in America and Africa if these young warriors were as devoted and committed to the struggle for freedom and equal rights.

Well, anyway, this activity requires you to write a story about these fearless young warriors in our community gangs. In your story describe why you think young people join gangs, how do gangs help or hurt them, the kinds of things gangs do in your neighborhood, how you really feel about gangs, how would you keep a younger brother or sister from joining a gang, and what could be done to stop gangs from doing some of the destructive things they do in the "hood".

Name______________________________

Date______________________________

DANGEROUS SITUATIONS

When people tell us that they are going to kill us if we keep doing or saying something, and we keep doing and saying those things that others have told us to stop doing or saying, we are definitely putting ourselves in dangerous situations. Bishop Tutu puts himself in dangerous situations every day.

The government of South Africa does not want him to get other black people "excited" about freedom and equal rights in South Africa, a country where there are ten blacks to every one white. He has been told in "nice" ways and in violent ways to "shut up". But he keeps on!

Most of us have put ourselves, or have had our friends/relatives put us, in dangerous situations. In the spaces below, describe a time when you found yourself in a dangeous situation. Please be sure to include all of the hair-raising details in your story.

Name________________________________

Date________________________________

MY DANGEROUS COMMUNITY

We all have some idea as to how dangerous it is to be black and live in South Africa. But, we take for granted how dangerous our own communities are. There are actually some people who think that the "ghetto", the "neighborhood", the "hood", or community, where black people live is the most dangerous place in the whole city. They would rather die than live there. But I guess a lot us are so used to the "hood", that it really doesn't seem that dangerous and "wild" to us.

In this lesson, you are going to write a story about our dangerous community. In your story, describe what makes our community dangerous for adults and children,and what can be done to make our community a safer and more peaceful place to live.

Name____

Date____

DECISIONS..DECISIONS...

Bishop Desmond Tutu makes very important decisions every day. His decisions are so important because a number of people's lives are at stake. He knows that some of the situations he asks his brothers and sisters to take part in, like protests and rallies, can result in his friends being arrested and taken off to jail. Some could even be killed.

We are constantly called upon to make choices. Try to think of a couple of situations you found yourself in recently that required you to make some significant choices. Using the chart below, describe the situations, the choices you made, the reasons for your choices, and whether or not your choice was a good one or bad one. Come on, and think hard.

	Situation	The Choice You Made	Reason For Your Choice	Was it a good o or bad choice? WHY?
1				
2				

Name______________________________ Date______________

FRIGHTENED ME

Even brave and fearless people get frightened sometimes. In fact, being frightened is a normal, human condition. I'm sure that deep inside, Bishop Tutu is a little frightened as he travels the many villages of South Africa speaking of freedom from church pulpits. He knows that the government of South Africa doesn't approve, and he could be put in prison or killed. He keeps "doing his thing" because he believes in a "higher power". He also knows that the entire world is watching what is going on in South Africa, and that the government "wouldn't do anything too crazy".

We have also experienced fright. Some of us have been frightened by other people, by being in dangerous situations, frightened to express our opinions, etc.

In the spaces below, please write a story about a time you were frightened. Make sure to describe the situation in detail.

Name______________________________

Date______________________________

BEING AFRAID

The opposite of being fearless and brave is being afraid. So what, if you are afraid of the dark, or some scary movie. It is no big deal if you are afraid of certain teachers, animals, spankings, etc. Everyone has fears. Even the big, strong, and superhuman Superman was afraid of Green Kryptomite. So, its no big deal being afraid of something or someone.

Bishop Desmond Tutu has his share of fears. One of his biggest fears is that black people in South Africa will not obtain equality in South Africa through peaceful and non-violent means. He is afraid that his brothers and sisters will become impatient and take up guns in an attempt to get "their country back". He is concerned about the number of lives -both black and white- that will be lost in the bloody battles that will surely come if the conditions of black Africans don't change soon.

In the spaces below, tell about a time when you were really afraid. Give me all of the scary details.

Name

Date

A TIME I SHOULD HAVE BEEN FRIGHTENED

Bishop Desmond Tutu could easily think of a number of times when he should have been frightened, but for some strange reason, he wasn't. I am sure that at one time or another, Bishop Tutu found himself on some isolated, dark road in the middle of nowhere being hassled by South African government officials, and wondering why he wasn't "scared to death." Maybe, he just didn't have time to be scared.

Well, a lot of us have looked back on times when we should have been frightened, but weren't. Gee, I even remember a time when I was 10 years old and was chased by a brown bear in Yosemite National Park. I should have been scared, but I wasn't; I just ran, laughed, and threw rocks at the bear.

In the spaces below, look back, and describe a time when something happened, or someone did something to you that should have frightened you, but it didn't. Make sure that your story includes all of the juicy details.

Name______________________________ Date__________________

JUST SAYING NO

Have you ever been in a situation when it was really hard to say NO to your friends about something they wanted you to do with them. Even though we all know what the difference is between what is RIGHT and what is WRONG, it is still hard saying NO around our friends.

Bishop Tutu has also been criticized by his friends in South Africa because he won't ask his followers to become more violent in their efforts at obtaining equal rights and political power in South Africa. The Bishop continues to tell his followers to be patient, and that equality and power will come in time as they work with white South Africans thru the System, peacefully. However, his friends are tired of waiting and being patient, and want equality and political power now. They are also willing to use violence to obtain the rights that have been denied to them.

In the spaces below, describe a time when you had to say NO to your friends. Describe the situation and tell why it was so difficult saying NO. Tell how your friends felt and how you felt afterwards.

Name____

Date____

SOMEONE I REALLY ADMIRED

One man admired very much by Bishop Desmond Tutu was the late Dr. Martin Luther King. Bishop Tutu admired his dedication and commitment to the civil rights movement and also admired his belief in non-violence as a way of obtaining one's rights.

Bishop Tutu admired Dr. King so much that he "copied" his style and approach to civil and equal rights. Bishop Tutu, a preacher like Dr. King, tells his African brothers and sisters that freedom and equality can come about out of non-violent and peaceful means. He preaches to his followers to "not pick up the gun" in their efforts towards equality, that violence only leads to more violence. Just like King, Bishop Tutu is ready to die for his beliefs, and has not "stopped talking about equality" even though his life has been threatened.

In the spaces below, you are to write a story about someone you admire very much. Make sure to include who the person is, why you admire him or her, the kinds of things that person does, how that person has effected your life and so on.

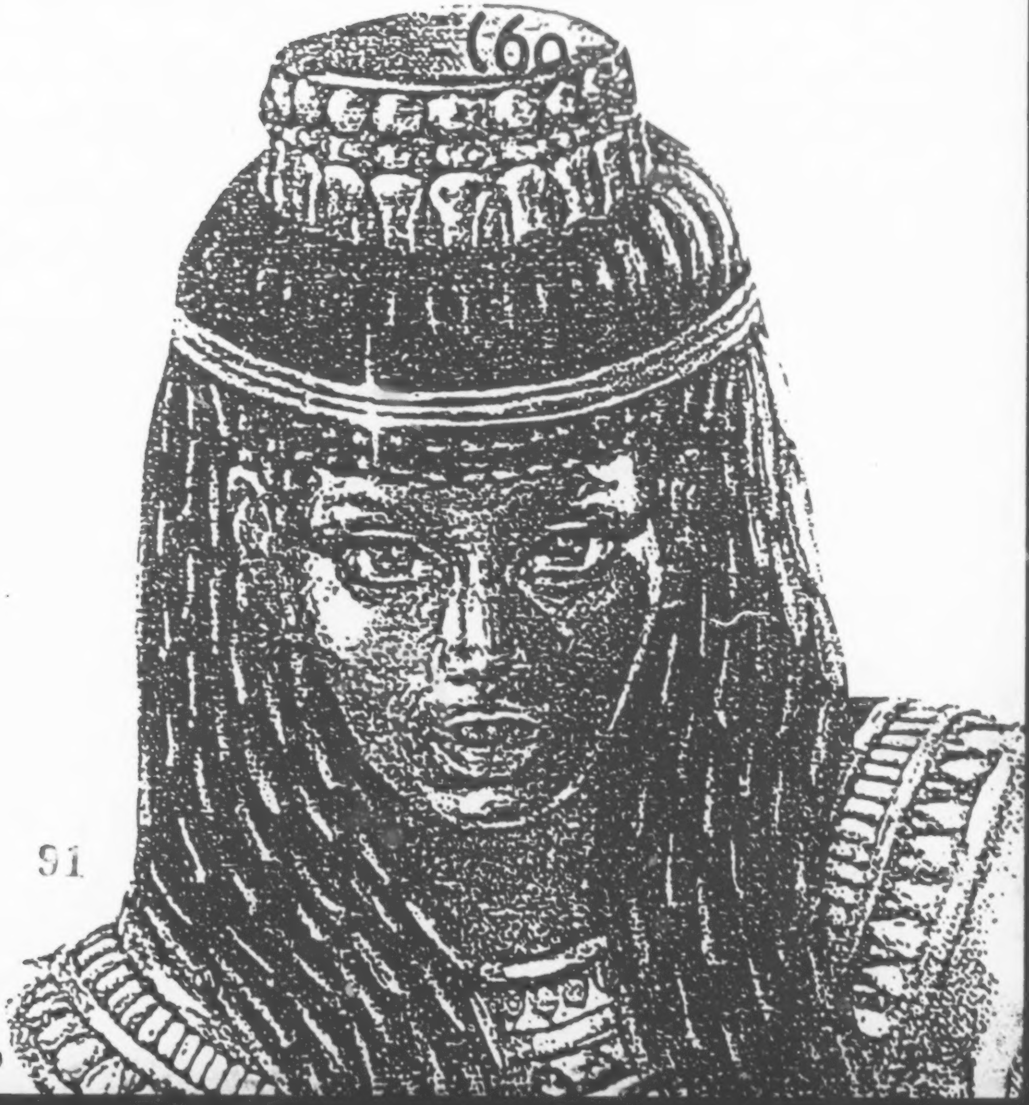
G

G is for the GLAMOROUS
CLEOPATRA...

GLAMOROUS -

1. full of glamour; fascinating; alluring; 2. a magic charm or spell 3. seemingly mysterious and elusive fascination or allure, as of some person, object, scene, etc..

CLEOPATRA -



BIOGRAPHICAL SKETCH

CLEOPATRA

(69-30 B.C.)

Cleopatra was the name given to many queens and princesses of Egypt during the rulership of the **Ptolemies.** The most famous Cleopatra was **Cleopatra VII** (69 - 30 B.C.), sometimes called **Cleopatra VI.** She was the daughter of **Ptolemy XI Auletes,** who died in 51, leaving a will in which Cleopatra and her brother, **Ptolemy,** as his successors. The 17 year old Cleopatra and her 12 year old brother succeeded to the throne of Egypt, with the understanding that they should shortly **marry.** During the third year of their rule over Egypt, Ptolomy took over sole control of the government of Egypt and drove **Cleopatra into exile.** The angered Cleopatra formed an army in **Syria** and prepared to fight her brother for control of Egypt.

Cleopatra was a very smart and beautiful woman. When she realized that she could not gain control over Egypt through force, she **set her sights on Julius Caesar,** the **emperor of the Roman Empire.** Cleopatra courted Caesar, who soon became her lover, and backed her efforts at returning to her throne in Egypt. Ptolemy's army fought a strong war, but they eventually lost to Caesar, and Ptolemy lost his life.

Cleopatra married her younger brother, **Ptolemy XIII,** and they jointly ruled Egypt. She eventually left Egypt to go to **Rome,** where she lived as **Julius Caesar's mistress,** until his assassination in 44 B.C. After Caesar's death, and having **poisoned** her brother, Ptolemy XIII, she returned to Egypt.

It is at this time that Cleopatra met **Mark Anthony.** Because Cleopatra did not take sides during the civil war following the death of Julius Caesar, Mark Anthony summoned her to meet him at **Tarsus in Cilicia** to explain **her not taking sides. Mark Anthony,** the **Roman Conqueror** was no match for Cleopatra. He immediately fell in love and returned to Egypt with her. They lived together for some time and had twin children, **Alexander Helios and Cleopatra Selene.** As time went on, Mark Anthony returned to Rome and married **Octavia.**

In 36 B.C., Anthony sent for Cleopatra after he had led an attack against the **Parthians.** After his defeat in this battle, Cleopatra met Anthony in Syria. In 34 B.C., he fought the Parthians again. This time, he was victorious and sent for Cleopatra to help him celebrate his triumph in **Alexandria.** He returned to Egypt to live with Cleopatra. In 32 B.C., **Octavian,** Octavia's brother, declared war against Cleopatra, and Anthony, in revenge, divorced his wife Octavia.

Octavian's war against Egypt led to the deaths of both Cleopatra and Mark Anthony. While engaged in a naval battle (**31 B.C.**) of Actium, a false report was given to Mark Anthony of Queen Cleopatra's death. Believing that his beloved Cleopatra was dead, Mark Anthony **killed himself.** When Cleopatra realized that Mark Anthony was dead and that she was losing the war to Octavian, who she could not **seduced,** she **committed suicide.** It is said that she either took **poison** or died from the **bite of a venomous serpent.**

Though she lived only **39 years,** her life story has formed the basis for many famous books and plays; the most famous being **Anthony and Cleopatra,** by Shakespeare; **All for Love,** by John Dryden; and **Caesar and Cleopatra,** by George Bernard Shaw.

Name____ Date____________________

THE ATTRACTIVE ME

We're all attractive and beautiful people. It is a shame that all of us don't feel this way. It's really sad that so many people, especially black people, go through life thinking they are unattractive and ugly. I guess it comes back to not having a good self-concept... not really liking onesself.

Well, one thing Cleopatra didn't have was a low self-concept. Cleopatra "knew she was bad" and would kill any man or woman who disagreed with her. She knew that she could conquer or get anything in the whole wide world if she wanted it or set her mind to it. Her self-concept was so strong that her entire country, Egypt, seemed to adopt a very positive self-concept and could not be scared or pushed around by the powerful Roman Empire.

We are all attractive people; we all "look good." In the spaces below, write a story about the attractive and glamorous you. Your story should include why you think you are attractive or why other people have called you attractive, where do you usually go when you are attractive, what is the one attractive thing about yourself that you would send to the Hall of Fame for everyone to see, etc.

You might be shy, modest, and think of yourself as being not attractive, but you are attractive, and please try to really describe those attractive things about you. It is O.K. and healthy to brag a little.

Name________________________________ Date_____________________

MIRROR, MIRROR ON THE WALL...
WHO'S THE FAIREST OF THEM ALL...

Mirrors have been around for a very long time. Though they might not be as pretty and convenient as they are now, mirrors were an important part of Cleopatra's Royal Palace and Dressing Chambers. Every morning, and during her many daily wardrobe changes, Cleopatra was surrounded by servants in front of a massive mirror being fitted for different outfits and being dressed. Surely, if a mirror could have talked in her time, it would have raved on and on about how black and beautiful she was.

Have **YOU** ever walked into a store full of mirrors and wondered about the kinds of things mirrors would talk about if they could talk. Have you ever wondered how mirrors would describe all of the people that keep looking into them? In the spaces below, use your imagination and describe all the things your mirror would say to other mirrors about you?

Name______________________________

Date______________________________

SHARP AS A TACK!

There is an old saying that when someone is really dressed-up, and looking really glamorous, they are called "sharp as a tack". Sometimes, we look glamorous in our Easter clothes, our graduation suits and dresses, special party outfits, first day of school, etc. Most of the time, we have a special suit or dress that really makes us feel glamorous.

Cleopatra was always sharp. Being Queen of Egypt, a country called the Cradle of Civilization, she was very powerful and very rich. Because everything in the world those days happened in or around Egypt, Cleopatra made sure she was sharp all of the time. She really got sharp when a visiting King or warrior came to her royal palace.

In the spaces below, describe a time when you were "sharp as a tack." Make sure that your story includes the reason why you were so sharp, what you were wearing, how you felt, what others thought or said about you, etc.

Name____

Date____

SOMEONE GLAMOROUS I ADMIRE

Queen Cleopatra was the kind of person who admired or looked up to no other woman. She was a woman who did all that she could to make sure that others admired her. Her many glamorous outfits and her natural beauty made it impossible for her not to admired by both the men and women of her time.

Unlike Cleopatra, most of us have known some glamorous person, or have seen someone dressed glamorously in person or on television. Some of us know people (or know of people) who are always dressed glamorously; these people are always sharp!

Well,this assignment requires you to write a story about this person that you know or have seen on television, who is always well dressed. In your story, tell who the person is, how the person dresses, if the person's clothes are specially bought or made, what makes the clothes really stand out, why do you admire this person, how you can be like them, and why you might want to be like them.

Name ______________________ Date ______________

MY GLAMOROUS PARENTS

Perhaps, we don't see it too often because of the kind of work our parents do, but our parents can get "sharp and really look glamorous when they want to." Sometimes, we may have seen our parents really get dressed-up for a special party, wedding, funeral, to go to church, or to attend one of our graduations. On these types of events, our parents look like movie stars. When we see our parents "this sharp", we really feel good about them and wish that everyone in the neighborhood could "check them out." Every now and then, we really get surprised at how attractive and glamorous our parents are when they do get dressed-up and we might even tell our friends or brothers and sisters something like, "I didn't know mom was that pretty or dad was that handsome!"

This lesson requires you to think of a time when you saw your parents dressed-up and looking glamorous. Your story should include what your parents were wearing, where they were going, how they looked to you, how you felt, how they felt, all the things they did to "get that look", what you liked most about their appearance, etc.

Name______________________________________ Date__________________

BLACK IS BEAUTIFUL

You'd better believe it, Black is Beautiful! For so many years, and even today, a lot of Afro-Americans think of themselves as being ugly and unattractive. They have been told throughout the years that they were ugly because they were black (dark skinned), had flat noses, thick lips, and kinky hair. We really believed the stories and did whatever we could to change our noses, hair, lips, and color to look more like those "who were supposed to be the beautiful people." Yes, we really went, and continue to go, through heavy changes over our looks.

Well, this was not a problem for Cleopatra. She knew she was black and beautiful. In fact, her name, Cleopatra, means "dark and comely". Cleopatra was one of the most beautiful and powerful women in the world.

We now realize that we are a "black and beautiful" people - mentally, physically, and spiritually. In the spaces below, write a story on what the expression, **"black is beautiful"**,means to you. In your story, please discuss why you think its important for us to feel this way, how do we show that we feel this way, etc. This is a hard assignment, so don't give up.

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Name ______________________________ Date ______________

MY NOT-SO-GLAMOROUS COMMUNITY

Even though she wasn't very successful in doing it, Cleopatra did try to improve the appearance of her country, Egypt, and the living conditions of her people. She thought that the prettier the Royal Palace looked, the prettier she looked, and the several war conquests Egypt earned would make the common person feel better about their living conditions. She had one of those "I'm doing this for all of us" attitudes as she travelled the world, dated the world's most handsome men, adorned herself in expensive gowns and jewelry, threw expensive parties, etc. Unfortunately, the everyday Egyptian didn't see things the way the Queen saw them, and remained in poverty. They weren't really complaining, though, because of their loyalty to the Queen and the fear of punishment.

In a number of ways and for a lot of reasons, our community is not very glamorous and attractive. In the spaces below, you are to name four things that make our community unattractive. After you have named four things that makes our neighborhoods unattractive, you are to write a story about what the people in our community can do to improve our communities and make them attractive, glamorous, and nice to live in.

Four Unattractive Things In My Community

1. ____

2. ____

3. ____

4. ____

STORY

Name________________________________ Date________________________

INNER AND OUTER BEAUTY

It really seems that we put too much importance on outer beauty and not enough importance on inner beauty. We are really preoccupied with how pretty and attractive someone is, how well they are dressed, how well their hair hangs from their shoulders, and how shapely they are. We seem to bend over backwards for the outwardly beautiful person. If we had to choose between being seen with an attractive or unattractive person, most of us would choose the attractive person.

What we don't give importance to is inner beauty - how good, nice, what kind of soul the person has. The way a person is and the way that person carries himself is far more important than the way a person looks. Of course, Cleopatra would not agree with this. To her, it was all about the "outer person." It was all about the way she looked. While she was extremely beautiful and glamorous on the outside, she is said to have been cruel, selfish, vain, dangerous, snobbish, and deadly to those who really knew her. Yes, she was beautiful outside, but very ugly on the inside.

In the spaces below, discuss your opinion on what is more important to you...outer beauty or inner beauty. Try to give examples to make your point.

Name____ Date____________________

WORD PORTRAIT

Most portraits use things like paint, oils, or canvass to help the painter get his/her point across. Many people get the chance to look at these portaits and get a pretty good idea about the artist and his "subject's"personality.

Cleopatra found herself posing for artists many times because all saw her as very powerful, black, and beautiful. Not only did others from distant countries want these portraits, Cleopatra also liked portraits of herself to adorn the Palace hallways. Afterall, she knew that she was a beautiful and charming woman.

In this activity, you are going to do a portrait of yourself. But, instead of using paints or oils, you are going to use words to "paint" your portrait. Good luck and make it good.

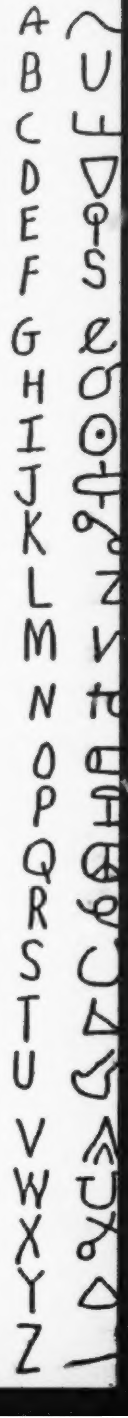
Name____

Date____

SIGNS AND SYMBOLS....

In the early days of civilization, the Egyptians (black people of northern Africa) wrote books, letters, and poetry in a style of writing very different from what we presently use. Their form of writing used a variety of signs and symbols to represent the letters of the alphabet and was popularly known as **HIEROGLYPHICS**.

Using the symbols in the column below, try to compose a letter to a friend or a teacher using the early Egyptian form of writing. This may take some time, so be patient.



Name________________________________

Date________________________________

FUN WITH CLEOPATRA

Cleopatra VII was an Egyptian Queen with many personalities and many followers. This activity requires you to locate as many 3-letter and 4-letter words as you can using the letters in Cleopatra's name. Don't forget that you can only use each letter the amount of times it appears in her name. For example, you can use the word, PAT, but you can't use the word, TELL.

Get started and good luck. You've got 10 minutes to think of your words.

3-LETTER WORDS	**4-Letter WORDS**

H

H is for HUMOR of the incomparable
BILL COSBY...

HUMOR -

1. the quality that makes something seem funny, amusing, or ludicrous; comicality 2. the ability to perceive, appreciate, or express what is funny or amusing.

BILL COSBY -

BIOGRAPHICAL SKETCH

WILLIAM HENRY COSBY

(1937 - Present)

William Henry Cosby, Jr., the 1st born of Anna and William Henry Cosby, Sr. was born July 12, 1937, in **Germantown Hospital, North Philadelphia, Pennsylvania.** He was the oldest of four sons (James, Bob, and Russell), who...

-was once a poor ghetto youngster who now earns more money in a single week (sometimes in one night) than most people do in a year...

- a two time school drop-out who wanted to be a teacher...

- a funnyman who became a prize winning actor...

- a black comedian who didn't use **racial material**, but became a pioneering **"Jackie Robinson of Television"...**

- who on **May 22, 1966** won the **Emmy Award** for "outstanding continued performance by an actor in a leading role in a dramatic series" - **I Spy...**

- who was the **1st black man to co-star in a regular nationally televised series....**

The young Bill Cosby grew up in the ghettos of North Philadelphia, but his heart lived in the worlds of sports and entertainment. He wanted to be an **athlete and comedian** when he grew up. He chose comedy because he felt that when people laughed at him, that meant "they liked me and accepted me." His early heroes were **Joe Louis and Sugar Ray Robinson, Jackie Robinson, Buddy Young, and the Harlem Globetrotters Basketball team.** He was also a radio fan of the **Green Hornet, Lone Ranger, Jack Armstrong and Tom Mix.**

Bill's childhood was not an easy one. When he was eight years old, his brother, James, died of rheumatic fever. One year later, his father decided to begin a career in the **Navy.** This meant that his father would be away from home for long periods of time and that young Bill would have to become the **man of the house.**

In high school, Bill worked, played sports, and became interested in girls. During his high school years, he became a **football and track star.** His grades went down, he lost interest in school, and he eventually dropped out of high school in 1956.

Still not really knowing what he wanted to do, Cosby joined the **Navy in 1956,** and spent four years traveling the world.

In the Navy, after becoming dissatisfied with the kind of work he was doing and the way others spoke down to him, Cosby decided that he wanted to go into teaching. He took a special high school equivalency exam and was awarded his **General Education Diploma.**

Realizing that college was important if he wanted to become a teacher, Bill Cosby enrolled in **Temple University's College of Education,** in 1960 (23 years of age) where he decided to major in **physical education.** At Temple, he excelled in Track and began getting part time jobs in local clubs "being funny and telling jokes about his childhood friends (**Fat Albert, Weird Harold, Junebug, and Bowlegs**)." During this time he met one of the most important shapers of his career, **Roy Silvers** - a manager of entertainment talent. He played an important role in shaping and directing Bill's career, and is still Cosby's manager, friend, and partner in Cosby's own production company. As his career in comedy began to take off, Cosby again **dropped out of school** - choosing to leave Temple University.

Cosby's career in comedy took off. Four times he won **Grammy** awards for best comedy albums. **"I Started Out As A Child, Revenge, What Is Air?, and Wonderfulness"** all won the award from the National Academy of Recording Arts and Sciences.

Bill Cosby, the husband of **Camille Hanks**, proud father of three girls, the famous **Dr. Huxtapo** of "The Cosby Show", has written several books, has earned his **honorary doctorate degree** from Temple University, and is **the highest paid entertainer in America.**

Name______________________________ Date______________

THE FUNNY ME

There is a funny side to all of us. Some of us are just naturally funny, while others of us always seem to find ourselves in funny situations. Everyone knows that Bill Cosby is a very funny person and he has made people laugh for many many years. He is very good at describing everyday things in a way that "tickles your funny bone." Most of his ideas for his jokes and stories come from watching his children, looking at his own family, or remembering the years when he was growing up in Philadelphia.

In the spaces below, you are going to describe a time when you were funny and helped make others laugh, or a very funny situation that you once found yourself in. Try to make your story as funny as possible.

Name____________________________________ Date________________

MY FUNNIEST MOMENTS

William Cosby is a "people" person. He is most happy and the most fun when he has old friends and relatives around him. When he has relatives and old friends around, he enjoys taking them "out on the town", showing them old Buster Keaton movies, playing basketball or pool, sharing funny experiences, and just "shooting bull."

We also have times when we are happiest and "funniest"...times when we are a lot of fun to be around, or have our most fun. In the spaces below, you will describe when you are really fun to be around or what kinds of things are really fun to you. Really go into detail as you write your stories.

Name______________________________ Date__________________

THE FUNNIEST THING TO HAPPEN TO ME

Funny things always seem to happen to some of us. It seems that we are always either doing or saying something that others think is funny, or someone is doing or saying something to us that is hilarious. Good laughs seem to always follow us around.

Some of the funniest things that happened to "Cos" occurred during his childhood as a street football player. As kids, he and his friends would play ball in the streets avoiding moving and parked cars, light posts, fire hydrants, and apartment windows. Cos would be in a "huddle" and be given instructions on a special "pass pattern" he would run to get open for the "touchdown"...which might include running four steps to the yellow volkswagon, cutting inside and running to the 42nd St. light post, hopping on the trolley, and getting off on 43rd St., and waiting for the ball to arrive for the touchdown. Of course, this sounded much funnier when the "Cos" described it.

Well, anyway, this lesson requires you to describe the funniest thing that ever happened to you. In your story, talk about what happened, who did it to you, why it was done to you, how it felt, etc. This activity should be full of laughs.

Name____ Date____________

MY FUNNY PARENTS

One thing that can be said about Bill Cosby's parents was that they did have a sense of humor. I mean, some of the stories that the young Bill Cosby told his parents were so far in "right field and off-the-wall" that his parents really couldn't get too angry at him even though he had done something wrong. There was the time when young Bill tried to make some biscuits with flour and water and burned the pan. When his mother came home from work and asked what had happened because the whole house smelled like something had burned, Bill acted like he didn't know what she was talking about. Finally, he admitted that a man had come inside the house and had tried to cook.

We have probably seen our parents do a number of funny things or say a number of funny things, or we have seen instances when our parents showed that they had a good sense of humor. In the spaces below, please write a story about your funny parents. Please describe something funny that either your parents did, or said, or that happened to them while you were watching. Don't forget to include all of the funny details in your story.

Name______________________ Date______________

THEY WERE ONCE KIDS, TOO!

Even though its hard for us to realize it sometimes,but our parents used to be young,also. They used to play pranks on others, have pranks played on them, and got into trouble, just like us. Bill Cosby is rich, famous, and wealthy because most of his jokes and funny routines recall funny things that happened to him and his friends as children. I mean, Cosby really had friends nicknamed Fat Albert, Weird Bowlegs, and Junebug; these were members of his football playing gang.

Because you weren't "around at the time", this lesson requires you to talk to your parents about the funniest thing that they can remember about their childhood. It could be about something that they did or said, or what was done to them or said about them. Try to find a time when your parents are really relaxed and ask them to describe their funny childhood. You may discover that you and your parents really do have a lot in common.

Name____ Date__________________

JUST DON'T LAUGH IT OFF...

Comedians, singers, and other entertainers are often insulted while they are performing on stage. When they get insulted, or have things thrown at them, they have to "be cool" and watch their temper. They can't stop singing, telling jokes, or acting, and "go off" on the person in the audience being rude. Instead, they must "laugh it off and keep on stepping." As a comedian, Cos has received his share of insults from hecklers in the audience at some of his shows. He has been able to hold his temper well and doesn't let the heckler "get to him." Unlike some comedians who would curse at and embarrass the heckler, Cos either tells a joke and laughs it off or ignores the heckler's comments.

It may seem strange, but a person like Bill Cosby who can laugh off hecklers during a show, doesn't laugh off these same kinds of wise-cracks when he's not on stage. When he's not on stage, hecklers and their wise cracks make him angry and he "cracks back on them." Their are just some things you don't just laugh off all of the time.

One reason that the Cos doesn't take part in civil rights marches and demonstrations is because of his temper. If someone called Cos a name during a march or threw something at him, Cos would "return the favor" - throwing insults or objects back at the hecklers.

Everday, black youth and adults are either insulted or hear other people being insulted by being callled "you black this or you black that", and all we do is "laugh it off." At some point in time, we have to put our foot down, say "no more", and try to educate the person making these stupid remarks. These remarks, not only reflect on him and his family, but also on us. We should have enough pride and self respect to "challenge" these remarks and try to get the person to at least think before they talk" and understand what they are really saying.

This is a hard assignment. You will have to describe a time when you really got angry or fed-up at someone because of some of the things they were saying or doing. You are to describe this occasion when you "stop laughing and started acting", when you tried to get someone to stop saying or doing doing something that was "not called for." Try to include all of the important details in your story.

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Name____ Date______________

GIVING SOMETHING BACK

Bill Cosby has gone from mischievious young Germantown, Pennsylvania youth to one of America's most popular and richest men earning up to $5,000.00 per engagement. Still, Cos is close to the community and high school from which he came. He has never forgotten his roots. Bill Cosby is a regular contributor to his high school and Temple University scholarship funds, and often goes back home for special performances, for which he doesn't charge. He also takes part in other worthy causes for black people. Definitely, Bill has not forgotten his roots and makes a serious effort to "give something back" to his community.

We also have a responsibility to "give something back" to our community. By giving something back, we make it easier on those young blacks who come up after us and we help the community live on. This activity requires two things from you. First of all, you must use your imagination and decide what kind of career you want in the future; what it is you want to be.

Once you've decided on your future career, you are to write a story about what you would do to help the community in which you were raised. This is another way of saying what you would give back to your community. Make sure that your story includes what you would do, why you would do it, how would you do it, how would it help the community or make it a better place, how others would feel, how you would feel, etc.

CAREER____

Name____________________ Date__________

NAME CALLING:
NOT AT ALL FUNNY...

A number of very funny black comedians have become very popular and rich by using profanity and racial name-calling in their "acts". Some of the more famous comedians doing this include Richard Pryor, Redd Foxx, and Moms Mabley. you probably have vever heard of these funny people because they were famous either before you were born or while you were very young. They used all kinds of negative racial terms to describe their fellow black people being joked and talked about. Some of the words they used to describe black people made black audiences laugh, but their words "really were not that funny."

Bill Cosby is a very different comedian. He knew that audiences expected him to use racial jokes when he performed, just because he was black. But, this is one thing Bill Cosby never did. Cos kept his jokes "clean", and didn't tell racial jokes, didn't use name calling, and left out profanity.

A lot of our friends use too much profanity and name-calling. They really have dirty mouths. There's nothing sadder than seeing very young black kids use dirty language and talk to each other so badly.

This lesson requires you to write a story about these "bad-mouthed" kids. Your story should describe why kids talk like this to each other, how name-calling effects the other person, what name-calling says about the person using the words, how do you stop this kind of language, etc.

Name______________________________________ Date________________

SERIOUSLY SPEAKING

Many comedians say very serious things in a humorous,funny way. We laugh and smile at their jokes, but deep down inside, we know that it really is something serious being talked about. Comedians like Bill Cosby, Dick Gregory, and Lenny Bruce were very good at describing some of the negative and unfair things going on in our community, country, and world - some of their really big problems - in a way that made us both laugh and think. Bill Cosby often goes back to his old high school in Germantown, a part of Philadelphia, and tells kids to "stay in school."Having dropped out of high school and college, the Cos knows what he's talking about. He tells high school students to "stay in school because the drop-outs have all of the jobs." This may seem funny to us, but it is very true.

This activity calls for you to think of a time when someone(a teacher, friend, counselor, parent, etc.) told you something very serious in a funny way, when someone "cracked" on you, got some laughs, but was saying something very serious for you to listen to. In the spaces below, try to think of a time when you were "cracked on", describing who was doing the talking, what was said, what they really meant, why do you think they said it, how you understood what was said, etc. This is probably a hard assignment, but you can do it. Be patient and stick with it.

Name____

Date____

COMMERCIALS & ADVERTISEMENTS

Funny man Bill Cosby's face appears all over the television set these days. When he's not hosting the Tonight Show or being seen in The Cosby Show, Bill Cosby can be seen in a number of different commercials and product advertisements including Jello, Instant Pudding, and Milk commercials. Anyway, commercials and other kinds of advertisements play an important part in our lives. We are oftentimes influenced to do things, or buy things because we are being bombarded, or hit, with commercials everyday. The advertisers use faces of popular and beautiful black people to influence us to buy products ranging from Seamless Stockings to California Coolers. As you know, some of the products being advertised are bad for our health.

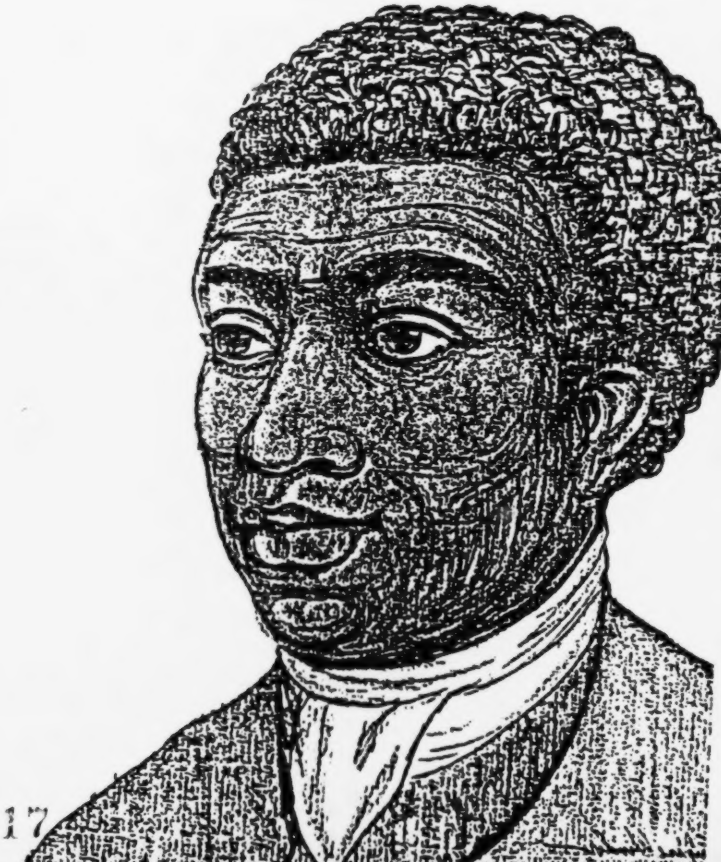
In the spaces below, describe a commercial or advertisement that you've noticed. Describe the commercial and what it's trying to influence you to do. Tell me if you did what the commercial was asking you to do. If you did, tell me why; if you didn't, also tell me why.

I is for the INTELLIGENCE of
BENJAMIN BANNECKER

INTELLIGENCE

1. the ability to learn and understand from experience; ability to acquire and retain knowledge; mental ability... 2. ability to respond quickly and successfully to a new situation.

BENJAMIN BANNECKER -



BIOGRAPHICAL SKETCH

Benjamin Bannecker, born November 9, 1731 in Ellicott, Maryland, grew up to become an essayist, inventor, mathematician, and astronomer, and because of his intellect, was called a "sable genius." While still a youth, he made a wooden clock which kept accurate time until he died in 1806. This clock is believed to be the first clock completely made in America.

In his forties, with books loaned to him by his Maryland friends, the Ellicotts, he became a good mathematician, able to solve all kinds of math problems. Being really interested in natural phenomena, Bannecker started publishing an almanac in 1791 and continued its publication until 1803. He also published a paper on bees, did a mathematical study on the cycle of the 17-year locust, and distributed pamplets for the peace movement.

Benjamin Bannecker had a very unusual way of living. By night, he would sit outside and study the stars until daybreak; by day, he slept, or worked on mathematical problems, or entertained friends, neighbors, and other interested people who might have visited his farm. The "strange" Bannecker never married.

He was very much aware of the evils of slavery and once wrote a letter to President Thomas Jefferson in which he said that if the President was truly liberal in his views, then he should do all that he could to end slavery. Upon his death in 1806, slavery was just as evident and just as powerful as it had ever been in America. However, it is said that the most important thing about Bannecker's life was that it showed how much potential and ability black people had, and the possibilities "within the Negro if left free and unfettered."

Benjamin Bannecker also had an interesting family tree. His grandfather, Bannka, was a slave who married a white indentured servant, Molly Welsh. His mother and father, Robert and Mary Bannecker were "free" blacks mainly because of their mother and the fact that they owned land. You see, the law in those days was that if a black person owned land, they were free. Of course, it wasn't an easy thing to purchase land, and consequently, there were very few black landowners. However, Benjamin Bannecker's parents "indentured" themselves to an important white Baltimore landowner while they worked to pay him off for a piece of property they wanted to own. They realized that land ownership would guarantee freedom for their children. Sure enough, when Benjamin's father died, the property was "deeded" to him, guaranteeing a life of freedom for himself and his children.

Name__________________________________ Date__________________

MY INTELLIGENT SELF

Benjamin Bannecker made himself a very intelligent person. Even though he wasn't born a genius, he was serious about being educated and spent many hours teaching himself how to read and do mathematics. While people were telling him that it was "no big deal"for him to worry about education because he was black, and that a black man's place was in the fields, Benjamin Bannecker held fast to his hunger for education. Bannecker's hard work paid off because he became famous for being the first black to make a clock, assist as surveyor in the planning of Washington D.C., and wrote the first Almanac in 1792. After a while, others began to respect Benjamin Bannecker as an intelligent person.

A lot of us are intelligent, also. We might not have been born genius, but we worked hard at school - really hitting the books - and excelled. Even though our friends kept telling us that it "was no big deal", we "hung in there and got our stuff together." In the spaces below, describe a time when someone tried to tell you that education and intelligence wasn't important. Your story should include the ways your friends tried to convince you that studying for a certain class or doing a certain lesson wasn't important, what the class or assignment was that they were talking you out of doing, why you did the assignment, how it felt afterwards, etc.

Name________________________________ Date____________________

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Name ______________________________ Date ________________

MY INTELLIGENT PARENTS

Sometimes, our parents really do some very intelligent things. Benjamin Bannecker's parents, Robert and Mary, made an intelligent decision when they were young that made it possible for young Benjamin to have his freedom as an adult. Benjamin's father cherished his freedom and had dreams that his children would remain free and own their own land during this time of slavery in America.

Robert Bannecker lived on and worked the farm of an important white Baltimore County landowner. When he had saved enough money, he offered to buy a section of the land, and he indentured himself to the landowner until he had saved enough money to pay the landowner what was owed on the land. In other words, he signed a deed in which he agreed to become "a servant to the landowner and work the land while earning money to pay for the land." When he had earned enough money to pay for the land, a property deed was written and signed showing Robert as owner of the property and Benjamin as heir to the property when his father died.

In a time when slavery was everywhere, to be a black landowner was very important. To own land was to be free. Because Because Benjamin Bannecker's father had made a smart decision to include his son's name on his property deed, the land became Benjamin's when his father died. And with that, Benjamin Bannecker's freedom was guaranteed.

Our parents are very intelligent and have made their share of intelligent decisions. In the spaces below, please describe a time when your parents did something that was, in your opinion, very intelligent.. Make sure that your story includes what they did, why they did it, why it was so smart, how they and others felt afterwards, and so on. This may be difficult, so don't give up.

Name______________________________ Date____________________

SMART RAP!

Everyone knows that rap music is very modern and that it wasn't the in-thing back in the days of Benjamin Bannecker. But, Bannecker also studied music, song writing, and playing his hand-made flute. He was also good at writing prose and poetry.

When you really look at rap music, all it is is a good musical beat and lyrics that rhyme, or sound alike...its poetry set to music. Even though it was against his nature to brag and boast, this drill requires you to have fun and brag and boast as you write a rap song about how smart you are. You can make your rap as serious or funny as you like.

"Yea, I'm cool, I really got smarts,
I study hard with a whole lot of heart.
I'm good at math, and I read real well.
I will always be successful,
I know I'll never fail......"

Name______________________________ Date________________

THE WISDOM OF THE OLD ONES

It is amazing how much one can learn from books and from talking to older relatives or friends. We fail to realize the wealth of information that older relatives and friends have, and how much easier their information and insight can make our lives. Benjamin Bannecker profitted from long talks with his grandmother, Molly Welsh, a white indentured slave who later married a black slave named Bannka, Benjamin's grandfather. Molly spent hour after hour with Benjamin helping him learn to read and supporting his drive for education.

In African history, the grandparents play a very important role in the family. They are the ones who pass on knowledge and history of the family to the younger children. Unfortunately, as more and more black families become "Americanized", the role of the black grandparent has changed. They are no longer respected, and their experience and expertise are no longer sought. Their family role is diminished, if not eliminated, which means that a very important part of our culture and family line is gone.

In the spaces below, you are to describe your grandparents, your memories of them, and the role they played in your development. If you have no memories of your grandparents, ask your parents how their grandparents helped them in their younger years.

Name________________________________ Date________________

MY FIRST BOOK

Reading and writing are very important. Unfortunately, too many young black youth are not good writers and readers, and are unable to really experience the pleasures and insight that can come from books. Too many of our youth are unable to, and can't or won't, be able to experience the black classics... Claude Brown's *Manchild And The Promised Land*, Booker T. Washington's *From Slavery To Freedom*, or Ralph Ellison's *Invisible Man*. These are all important writers and important books for young black youth.

Benjamin was a "loner, bookworm", and called anti-social because he spent so much time with his books. In fact, the first book that Benjamin Bannecker owned was a Holy Bible, which was given to him in 1763 on his 32nd birthday. As a child, he was not "fond of play or light amusement", and that "all of his delight was to dive into his books." In other words, Bannecker didn't spend much time playing games with other children, instead, he read books.

Just like Bannecker, we all like to read. We all have something that we like to read, whether it is a school book, sports page of the newspaper, comic books, or words to our favorite songs. In the spaces below, describe either the first book you ever read, or your most favorite thing to read. Get down and give me a real solid story.

Name ______________________________ Date ______________

SMARTING-OFF AT THE MOUTH

One thing that is hard to take is a person who is always bragging, boasting, or mouthing off about himself and the things he owns, or does. These kinds of people don't keep friends long, and the friends they do have only hang around them because of what they own or do...not because they are a nice person or because they like them.

Benjamin Bannecker could have been the kind of person to mouth-off about himself and his abilities, but he didn't. Even though he was well read and smart as a surveyor, navigator, astronomer, mathematician, inventor, and writer, he remained a very modest and "down-to-earth" person until his death.

For this lesson, you are to write a story about someone you know who is always mouthing-off. Your story should include why this person is always bragging, how do you and other friends feel about your bragging friend, how do you act around him, and how do you think you can help your friend stop acting the way that he or she does. Don't forget to talk about the kinds of things your friend mouths-off about.

Name________________________________ Date______________________

A REALLY DUMB THING TO SAY

Everyone who knew the adult Benjamin Bannecker recognized him to be an intelligent man. His neighbors always came by Benjamin's farm to ask him for different kinds of advice, help them read and understand legal papers, and how to plant or harvest tobacco crops. He was really seen as intelligent when his Almanac was published in 1792. But, there were still those who didn't believe that black people were capable of being truly intelligent and writing complex scientific texts. This was President Thomas Jefferson's opinion of Benjamin Bannecker and his Almanac. President Jefferson would not give him his just credit and gave the credit for this Almanac to his white assistants. This was one of those times when the President was extremely dumb and showed his prejudice.

There have been times when we've done or said some really dumb things. This lesson calls for you to write a story about a time when you did or said something that was really dumb and "out of place." Your story should also include how you felt and how others felt after you said or did your dumb thing.

Name______________________________

Date______________________________

AND THE TRUTH SHALL SET YOU FREE

There is an old saying that "knowledge is the key." All that this saying means is that having knowledge or information about something makes you better able to solve and successfully deal with that thing, nomatter what that thing is, i.e. knowing how to fly an airplane makes you better prepared to actually fly an airplane, and knowing that cigarette smoking causes cancer better prepares you to resist or avoid smoking. Benjamin Bannecker's father knew that land ownership was the key to guaranteeing freedom for his family and the families of his children. Knowing this, he set out to acquire land.

Benjamin realized at an early age that education was extremely important. He knew that he was born with two strikes against him to begin with because of his color,and he knew that he would have to work twice as hard as other students.Having this information or knowledge, he was not easily discouraged and really worked hard at reaching his goals.

Too many young black boys and girls are using and getting strung-out on alcohol and drugs because they don't really understand how these substances can harm them. For a lot of our kids, ignornace of the harm that they can cause, is the main reason they become involved with alcohol and drugs. In the spaces below, you are to going to list three substances (alcohol or drugs) that you know something about and describe how they effect young people.

Substance # 1______________________________

Effects:____

Substance # 2______________________________

Effects:____

Substance # 3 ____________________

Effects: ____________________

Name ______________________________ Date ________________

FUN WITH INTELLIGENCE

Intelligence is something that comes easy to a few people in the world. These few people are born with an incredible intellect and ability to learn. However, most of us must really work at it. We must really study long and hard. This is the kind of person Benjamin Bannecker was. Benjamin spent many hours studying, reading, and learning. His hard work as a child paid off as an adult because he was able to write and publish an Almanac, invent a wooden clock, and had a reputation as a good land surveyor.

This drill calls for us to have fun with the letters in the word - INTELLIGENCE. Their are a number of smaller three and four letter words that can be made using the letters in the word - INTELLIGENCE. You will have 8 - 10 minutes to write as many three and four letter words as you can. Don't forget that you can only use the letters that appear in the original word, and you cannot use any letter more times than it appears in the original word.

So get ready, and begin!

3-Letter Words	4-Letter Words

J

J is for the JUDGE - the sagacious
THURGOOD MARSHALL...

JUDGE -

1. an elected or appointed public official with authority to hear and decide cases in acourt of law;
2. a person designated to determine the winner in a contest, settle a controversy, etc.

THURGOOD MARSHALL -

BIOGRAPHICAL SKETCH

Thurgood Marshall

(1908 - Present)

The son of a dining room steward and a school teacher mother, Thurgood Marshall was born on **July 2, 1908** in Baltimore, Maryland and finished his public school education in that city. Hard work and a sense of humor carried young Thurgood through Lincoln University and Howard University's Law School, where he waited on tables and bellhopped. After graduating from Howard University with honors in 1933, Thurgood returned to Baltimore, where he made a modest living. It was in his hometown Baltimore that he **"learned what rights were."** His clients were usually poor, victims of dispossession, eviction, police brutality and the like. He handled many cases knowing full well there would be no fee. Soon he was known in Maryland as the **"little man's lawyer."**

From 1936 until his appointment to the federal bench in 1961, **"Mr. Civil Rights"** exerted **"an influence as a mover and shaker of American society that few of his white contemporaries in the profession could match."**

On October 2, 1967, Thurgood began his duties as an associate justice of the Supreme Court of the United States. He became the **first black man ever to sit on the highest court in the nation.** From August 24, 1965 to his nomination to the nation's highest court, Justice Marshall was solicitor general of the United States, the **first black man to be the government's lawyer.** Before beginning his job as solicitor general, he had served for a number of years as a member of the U.S. Second Circuit Court of Appeals. While chief attorney for the **NAACP,** Marshall made his reputation as perhaps **the greatest constitutional lawyer of this century and certainly the most widely known legal mind in America.**

Thurgood Marshall laid the basis of legal cases firmly establishing the right of blacks to serve on juries and to vote in Democratic primaries in the South, to travel from state to state free of **jim crow,** to be free of restrictive covenants denying them the equal right to the use and purchase of property, and to receive a public school education without **discrimination or segregation.**

As the NAACP's lawyer, he won thirty-two (32) out of thirty-five (35) cases taken by him before the United States Supreme Court and the respect of his opponents for his **careful, precise, and objective arguments.** Warm and friendly, he was the **most feared antagonist** of the best legal brains the South could buy. As his reputation grew, Marshall received lucrative offers from some of the nation's leading law firms to pay him several times more than the NAACP, but he felt it was his duty to remain in the **thick of the battle to make America what it ought to be.** He once said, **"My commitments have always been to justice for all people, regrdless of race, creed, or color."** He has dedicated his life to the defense of the **"little man"**, because **"the United States Constitution was designed for the least as well as the greatest Americans."**

Name____ Date__________

I HAD MY STUFF TOGETHER...

When someone is honestly prepared for something, they are said to have their "stuff together." All lawyers must be prepared when arguing cases before judges and juries. Marshall had to have his "stuff air tight" when he took on legal cases against the states and the U.S. Supreme Court establishing rights for blacks. Thurgood Marshall ws so good that he won 32 out of 35 cases as a NAACP lawyer.

It's hard to imagine someone being that good. It's like a baseball pitcher winning 32 games and only losing 3 games in a year. Can you imagine making the right decision and doing the right thing 32 out of 35 times?

This lesson requires you to write a story about a time when you were really prepared for something or someone. You can describe an incident that may have happened at school, at the playground, or at home. Think about all of the things that require preparation, like preparing for a test or quiz, preparing for a big game, preparing for a conversation or debate (or argument) with someone, etc.

Describe the situation, mentioning how you prepared, how it felt preparing, the sacrifices you may have made, how you did on the test, game, or conversation, and was the preparation helpful.

Name ______________________________ Date ______________

TALK IS CHEAP!

Thurgood Marshall is known as one of the greatest constitutional lawyers of this century and as the most widely known legal mind in America. Most of his reputation came from his years as a NAACP (National Association for the Advancement of Colored People) lawyer fighting the courts for equal rights for black people. Thurgood Marshall has made a point to know the constitution, the document which serves as the foundation of this country, backwards and forwards. Everything that goes on, and all of our laws, are based on this document. However, Thurgood Marshall was criticized in 1987, the 200th birthday of the constitution, for voicing his criticisms on the shortcomings of the constitution. He said that in his opinion, the constitution and the rights therein were not meant for black people, women, and the "have-nots"; that it was written for the wealthy and "well-to-do" of early America...and them alone! In other words, the constitution was not a perfect document.

Even though many criticized his opinions, the poor, blacks, and women knew that he was really "right on." It took a number of very hard court battles to acquire rights for black people and women in the form of amendments to the constitution.

It seemed strange to Thurgood Marshall that this supposedly perfect document excluded black people and women from contributing and participating in the Nation's processes, and he stood tall and expressed his opinions, while doing his best to improve the constitution. He did more than just criticize, he **acted.**

A lot of us, young and old, are always criticizing something or someone. All we do is gripe! It's almost as if we think that griping about something or someone will make it, or them, better. Believe me, that's not the case; once the griping is finished, nothing changes. A rule that is important for us to remember is that if we are going to criticize and complain about something, we also have to be able to take some action to improve that thing or person we are criticizing.

In the spaces below, you are going to describe a time when you really complained about and criticized something or someone. Your story will tell why you were criticizing that thing or person, how you felt doing this, how that person felt being criticized, and what you did (or didn't do) to improve that person or thing you were criticizing.

Name________________________ Date____________

LAWS AND ORDER: RULES

Everyone knows what laws are...right? Laws are like rules that grown-ups are supposed to follow. They are society's way of letting us know what we can and cannot do.

As a judge on the United States Supreme Court, Thurgood Marshall finds himself in a very special situation. Thurgood Marshall, a black man, is able to determine what things should and should not be laws and how these laws should be interpreted. He is in a position where he can play "watch dog" and protect the rights of black people and women.

For this assignment, you will have to name some of the laws that you run into at home, school, or in your neighborhoods. I want you to give your opinion on the law; is it a good one, a bad one, and why. Like all of these assignments, please go into detail when you describe the law.

Name ______________________________ Date ______________

LESS FORTUNATE THAN US

We have a responsibility to help those less fortunate than we are. Just as we are kind and sympathetic to relatives who "have had bad luck" or helpless little pets, we should try to assist other black people who don't have as much as us. We should treat all black people as our relatives and provide them with assistance to help them "get over the hump." When we help in this way, we should really feel good about our effort, because we are showing compassion and support for other black people. The one thing we cannot do is be snobbish and try to ignore the conditions of our fellow brothers and sisters. If we are going to make it in this society, and achieve equality around the world, we are going to have to do it as "one".

Thurgood Marshall was very devoted to those less fortunate than he. Because of this commitment, he devoted his legal career, expecially his work with the NAACP Legal Defense Fund, towards helping those being "ignored and bullied" by the laws of the land.

Many of us have been blessed with supportive parents, meals on our table, and a roof over our heads, however, there are hundreds of black people in our cities and around the world who have no idea where their next meal is coming from or where they are going to sleep. These less fortunate people have to depend on organizations like United Way, Brotherhood Crusade, Salvation Army, and World Peace Organizations, plus donations and handouts from people walking the street.

In the spaces below, please describe what career you see yourself having in the future, and the kinds of things you will be able to do for the less fortunate. Be sure to go into detail and really describe what you would do and how you would probably feel about your good deed. Don't forget to also describe how the less fortunate would feel, or be effected by your good deeds.

Name________________________ Date____________

MONEY AIN'T EVERYTHING

To the young Thurgood Marshall, money wasn't everything. As he was becoming famous, popular, and respected for his civil rights court battles with the NAACP, he discovered that other larger and prominent law firms were very interested in him. He received many lucrative offers from law firms willing to pay him much, much, much more money than he was being paid by the NAACP. But he felt that it was his duty to remain "in the thick of the battle" to make America what it ought to be. From 1936 to 1961 - some 25 years - he remained with the NAACP, leaving only to accept an appointment to the United States Supreme Court.

Too many of us allow our dreams and our values to be "compromised" by money and the things it can buy. Far too many of us "sell out" and turn our back on our people and the needs of the black community. But, there are a large number of us that really have strong beliefs, commitments, and friendships which money cannot influence us to drop or change. Thurgood Marshall wasn't the only black person not to allow money to change something that he really believed in. Dr. King, Bill Cosby, and Reggie Jackson are other examples.

This lesson requires some hard thought. You will have to think of something, or someone, that you really believe in and would be loyal and faithful to nomatter how much money was offered to you to do otherwise. Your story should include what that something is, why it is so valuable and important to you, why you couldn't be influenced with money, how you would feel if you turned down "big money" to remain loyal to your belief or friend, etc.

Name______________________________ Date____________

TOO MUCH TEMPTATION

We all have a good idea of what is right and what is wrong. But sometimes, the temptation to do something that we know is wrong is so great and strong, that we **almost** do it anyway.

A number of important people, companies and businesses, and even State governments wish that they had probably thought twice, not giving in to the temptation, of denying basic rights to black people and women. It's hard to figure out just "where their heads were", but they thought that they could prevent blacks from voting, getting an equal education, using public facilities, serving on juries, buying/owning property, etc. Then, on the scene, came **Mr. Civil Rights.**

In the spaces below, tell about a time when you were tempted to do something that you knew wasn't right. Be sure to tell what it was, what made it so tempting to you, how were you able to resist the temptation, and how you felt while you were being tempted and afterwards.

Name____ Date____________

WE ALL MAKE MISTAKES

Yes, we all mistakes. It is a part of human nature for us to "mess up" or make the wrong decision every once in a while. But you know, some of us seem to make a habit of doing or saying the wrong thing.

Even though most mistakes are bad, sometimes, good things can come from them. Sometimes we learn valuable lessons from our mistakes...lessons that can spare us from making future mistakes.

A number of big businesses and even State governments made mistakes in their interpretation of the constitution as they tried to use it justify their discrimation and prejudice towards black people and women. However, after going to court and facing Thurgood Marshall, they learned that the constitution couldn't be used to **take rights away** from the less fortunate.

In the spaces below, you are to describe a big mistake that you once made. Make sure that your story includes facts about what your mistake was, what you did wrong, what you should have done, why you did what you did, what were the consequences of your actions, and your feelings about making the mistake. Also discuss what lesson you learned from your mistake.

Name______________________________ Date__________

JUST ONE MORE CHANCE..

All of us get into trouble at one time or another. Some of us are fortunate enough, or lucky enough, to get one more chance. We feel that we will not get into trouble again; that we have learned from our mistake.

A number of black people were having dificulties with the legal system and the laws of the land during the time that Thurgood Marshall worked as legal counsel for the NAACP. Thurgood Marshall had an excellent record of defending his clients and proving that certain laws that governed this country were not fair or right; that these laws discriminated against people of color, women, and the poor.

In the spaces below describe a time when you got into trouble and was given a second chance. Talk about what got you into trouble, how or why you received a second chance, what did you learn from the experience, and if you ever got into trouble again for doing the same thing.

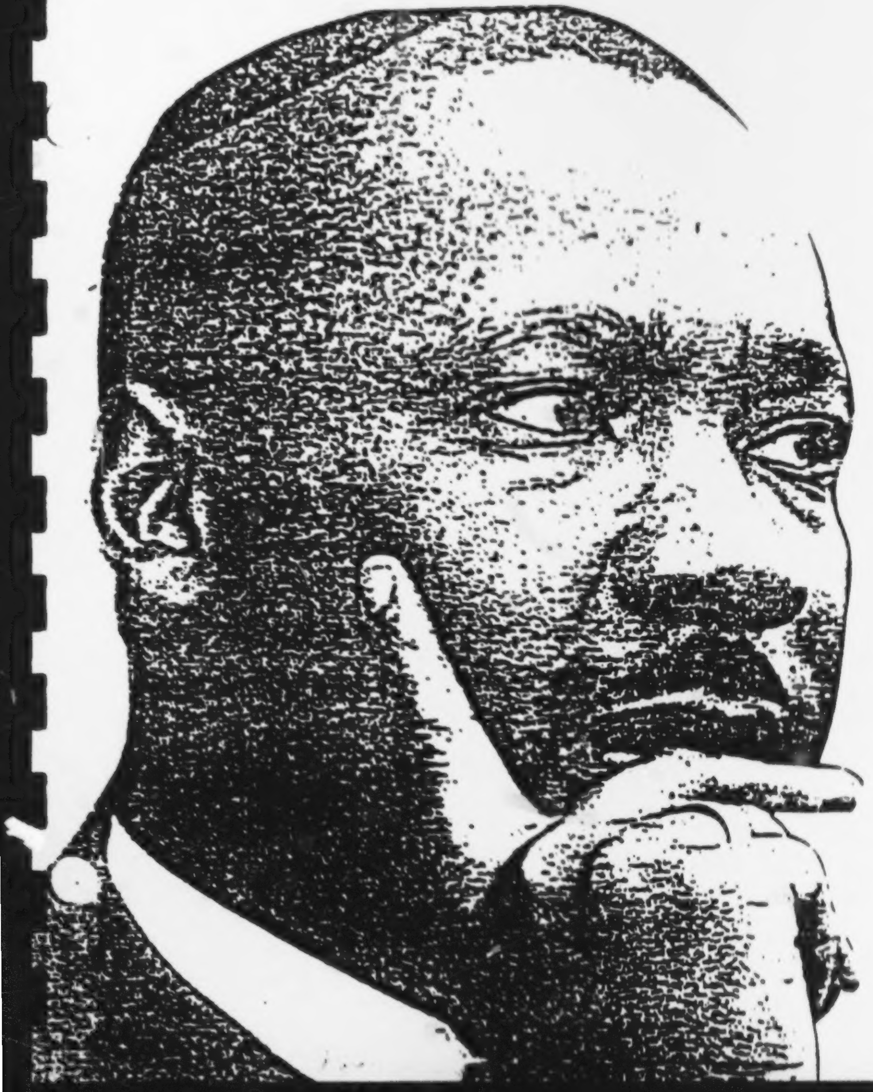
K

K is for the KINGLY and KING-LIKE
MARTIN LUTHER KING, JR...

KINGLY -

1. of, like, or fit for a king or kings; royal; regal; noble 2. a man who is successful or supreme in some field; something supreme in its class.

MARTIN LUTHER KING, JR. -



BIOGRAPHICAL SKETCH

MARTIN LUTHER KING, JR.
1929 - 1968

Born Michael Lewis King, Dr. King adopted the name of the great Protestant Reformer, Martin Luther. Born in Atlanta, he attended the local Booker T. Washington High School, entered Morehouse College, and under the influence of its famous president, Dr. Benjamin E. Mays, entered the ministry in 1947. Martin Luther King graduated from Morehouse in 1948 and in 1951 received the B.D. degree from Crozer Theological Seminary, where he was an outstanding student. In 1955, he earned his Doctor of Philosophy degree from Boston University.

Two years before graduating from Boston University, Dr. King married attractive Coretta Scott. They were the parents of four children at the time of the assassination. From his first pastorate at the Dexter Avenue Baptist Church in Montgomery, he moved to Atlanta where he continued to lead the SCLC and to assist his father, the Rev. M.L. King, Sr., in managing the Ebenezer Baptist Church. Dr. King in life gave everything that he owned to the SCLC and its goals. When awarded the Nobel Peace Prize in 1964, he kept the medallion and presented the $54,000 to the SCLC. His earnings from lectures and writings usually went to organizations supporting the Civil Rights Movement. Following his death, his estate (everything that he owned) was valued at less than $5,000.

Martin Luther King was described by the president of Morehouse College, Dr. Benjamin E. Mays, ten years before his death, in the following words: **"You are more mature beyond your years, wiser at twenty-nine than most men at sixty, more courageous in a righteous struggle than most men can ever be, living a faith that most men preach about and never experience...Your name has become a symbol of courage and hope for oppressed people everywhere."** Dr. King's public career began in 1955 in Montgomery, Alabama where he led the fight against segregation on public buses. It ended on April 4, 1968 in Memphis, Tennessee where he had joined the fight to obtain better salaries and working conditions for the garbage collectors. Between these two places the world was his platform; between these years universal brotherhood was his message.

Dr. King's public career and the Civil Rights Movement - or revolt - began about the same time. On December 1, 1955, Rosa Parks, a Montgomery seamstress, refused to give up her seat to a white male as required by the laws and customs of Alabama. For this, Rosa Parks was taken to jail, and within five days after her arrest, the local blacks organized the Montgomery Improvement Association (MIA) and Dr. King was elected to serve as president.

Under the leadership of Dr. king and the MIA, Montgomery black simply refused to ride the buses. Montgomery blacks stayed off the buses for 381 days. Instead of riding the buses, Montgomery blacks formed car pools to get to/from work, and their boycott was almost 100% effective.

Dr. King and seventy of his supporters were arrested and convicted of "illegally boycotting" the buses. Their convictions were appealed and overturned, and on December 20, 1956, the city of Montgomery officials declared an end to racial segregation on the city buses. When the buses began running again, Dr. King was one of the first to ride them...sitting in whatever seat he wanted.

While talking against violence, Dr. King himself was the target of violence a number of times. His home was bombed and shotgunned; he was slugged and stabbed and stoned. He went to jail more than thirty times. Through it all, Dr. King continued to say, **"Let no man drag you so low as to hate."**

Dr. King's deep Christian faith in God and man served him well as he led the Southern Christian Leadership Conference in battles against racism in the North and South. He constantly sought the truth about racism and tried to arouse the nation's conscience over the gap between its preachments and practices. In his classic **"Letter from Birmingham Jail,"** Dr. King explained what kept him going: **"when you have seen vicious mobs lynch your mothers and fathers...down your brothers and sisters; when you have seen hate filled policemen curse, kick, brutalize, and even kill your black brothers and sisters...when you are forever fighting a degenerating sense of "nobodyness" - then you will understand why we find it difficult to wait."** He pursued the dream described in his famous speech before the hundreds of thousands who marched on Washington on August 28, 1963: **"When we let freedom ring, when we let it ring from every village and every hamlet,. from every state and every city, we will be able to speed up that day when all of God's children, black men and white men, Jews and Gentiles, Protestants and Catholics, will be able to join hands and sing that old Negro spiritual, 'Free at last! Free at last! Thank God Almighty, we are free at last.'"**

When James Earl Ray, the convicted assassin of Dr. Martin Luther King, Jr., pulled the trigger of his rifle that evening in Memphis, he set an explosion that rocked the world. Scores of cities erupted in flames and violence as thousands of people took to the streets in anger. Americans, black and white, suddenly saw Dr. King as the real keeper of the dream of what the nation could become. Two months before his death, Dr. King said to his congregation at Ebenezer Baptist Church the words that perhaps most appropriately summed up his life. Referring to his funeral, he said, **"I'd like somebody to mention that day Martin Luther King, Jr., tried to give his life serving others...And I want you to say that I tried to love and serve humanity."**

Name ______________________________ Date ____________

THIS IS YOUR LIFE: Dr. Martin Luther King, Jr.

Even though he has been gone for a number of years, we should never forget the fact that a Dr. Martin Luther King, Jr. did walk the earth and did all that he could do to bring down the walls of discrimination and racism, and help black people obtain racial equality in America. This activity tests how much you remember about the assassinated black Civil Rights leader.

1. Martin Luther King, Jr. was born January 15, 1929 in __________________

______________________________.

2. Dr. King's first and middle names at birth were not Martin Luther. His real first and middle names were...

______________________________ ______________________________

3. He went to ____________________________College and earned his PH.D degree from what college.

________________ ________________

4. In 1953, he married ____________________ ______________________.

5. In 1956, King became famous for leading the ________________________

__________ ________________ in Montgomery, Alabama.

6. He won the __________ ______________ ________in 1954.

7. In 1963, he lead a famous March and said a famous speech, Name the March and the speech. ________________ ____ ____________________

___ __________ ___ ______________________________

8. He was assassinated in April 1968 (39 years of age) in what city?

__________________________ ________________________

9. A very famous passage is written on his tombstone. Can you name it?

________ ___ _______ _______ ___ _____. _________ _________

____________. _____ _________ _________ __________________

* His first "job" was at a church in Montgomery, Alabama in 1954. The church was the ____________ ____________ ____________ ____________.

Name____ Date____________________

THE PEACEFUL ME

Michael Lewis King, Dr. King's name at birth, was a peaceful and peace-loving person. Being raised in the church's old fashioned Christianity and having studied the social gospel of Walter Rauschenbusch and the "Satyagraha" (or love-force) views of Gandhi, Dr. King adopted **non violence** as his social philosophy. He believed that black people should not **"let no man drag you so low as to hate."** He believed that black people could obtain equal rights and eliminate discrimination and racism through peaceful, non-violent protest. This belief and all of his leadership during the Civil Rights Movement helped him win the **Nobel Peace Prize** in 1964; he won "international attention, a medallion, and a check for $54,000 (which he donated to the Southern Christian Leadership Conference (SCLC).

Many of us are also very peaceful and play the role of peacemaker whenever our relatives, friends, or neighbors have problems. This writing assignment requires you to write a story about a time when you were a peacemaker, when you played an important part in deciding, resolving, or separating friends or relatives in a dispute/argument. Your story should include who was involved, what the reasons were for the argument, what you did as peacemaker, was it hard or easy, how you felt afterwards, if you won or lost any friends because of what you did, would you do it again, etc.

Name________________________________ Date______________

THE NON-VIOLENT ME

Martin Luther King was a non-violent man and he believed that other black people should respond to the verbal and physical abuse that they encountered during the Civil Rights Movement in a non-violent fashion. Even though racist and white supremist were insulting and calling black people all kinds of names, as well as attacking and beating them, Dr. King believed that it was still wrong to react in a violent manner. He thought that if other people saw black people being beaten up and insulted on television, while they just "took it" - marching and singing spirituals -, it would effect the conscience of white America. White America would feel guilty about the way it was treating black people, sympathize with our quest for equal rights, and eventually, allow us all of the rights promised us in the Constitution. He thought that in the long run, that this was the best way of ending discrimination, and obtaining all of the rights due American citizens.

Everyone discovered how hard it was to be non-violent while others were hitting you and calling you nasty names. Oftentimes, we find ourselves in situations where we are being called names or being hit, and have to respond in a non-violent way. That is, we don't "go crazy and go off", and start calling names back or slugging the other person.

In the spaces below, you are going to describe a time when you were non-violent while being hit or called nasty names. You should describe the situation in detail and tell how it felt being called names or being hit, how it felt being non-violent, was being non-violent easy or hard, would you be non-violent again in a similar situation, and was being non-violent worth it.

Name________________________________ Date______________

THE PATIENT ME

Some of us are very patient. We don't let people, things, or circumstances get on our nerve and force us "to go off." Many of us who have younger brothers and sisters in our families really understand what patience is all about. Sometimes our younger brothers and sisters really work on our nerves and become increasingly annoying. Some of us have friends who are the same way...always bugging us for this or that...never letting us relax and "cool out." But if we're strong and patient, we are able to "maintain our cool" because "everything is going to be o.k. in a little while." We are able to "hang in there" for a little while longer, because help is on the way.

Dr. King was really a patient man; he had to be. Being active in the Civil Rights Movement, he realized that "bringing about change" was a slow process; that it would take a long time fighting against discrimination and institutionalized racism. Many times it seemed like it wasn't really worth it, but he "hung in there" and did what he could for as long as he could.

This assignment requires you to think of a time when you were very patient, when you didn't allow a relative, friend, or circumstance "bug" you, annoy you, or "get to you". Please try to describe your story with as much detail as possible. Good luck!

Name ______________________________ Date ______________

ME AND MY DREAMS

A lot of us have dreams. Many of us dream about things that we wish for, or ways that we would like things to be. Many of our dreams become goals for us, and if we work hard enough at them, they will come true.

Dr. King worked very hard at trying to make his "dream" come true. The whole world knew about the dream Dr. King shared with millions of black people. As part of the 1963 March On Washington, Dr. King delivered his famous "I Have A Dream" speech.

Dr. King dreamed of a day when black people could enjoy all of the rights due American citizens; when black children and white children could play and learn together; when men could "be judged by the content of their character and not by the color of their skin". Dr. King worked as hard as he could to make his dream come true.

In the spaces below, you are to describe your "dreams" for the future. Your dreams could describe your own personal goals, something about your family and friends, people in general, whatever. Describe your dream and all of the things you need to do to make your dream a reality.

Name____________________________________ Date______________

LAW AND ORDER: Rules...

Everyone knows what laws are...right? Laws are like rules that grown-ups are supposed to follow. They are society's way of letting us know what we can and cannot do. Sometimes laws don't seem fair, and in fact,are not fair, for all people.

During the Civil Rights Movement, Dr. King found himself in jail on many occasions for breaking the law. However. Dr. King thought that he was justified in breaking the law. He believed that there were two kinds of laws - laws made by man and laws made by God. He believed that he had a "**moral obligation**" to break any man-made law that was not fair and just and that allowed discrimination and the oppression of black people to continue.

For this assignment, you will have to name some of the laws that you run into at home and school. I want you to give your opinion on the law...is it a good one, a bad one, and why?

Name____ Date________________

FREE AT LAST...FREE AT LAST

"Free At Last, Free At Last, Thank God Almight, I'm Free At Last" is the famous phrase written on Dr. King's tombstone. Dr. King spent most of his life fighting for the freedom of his fellow man. He made many sacrifices as he led the struggle for freedom, equality, and justice for black Americans. Frustration and danger were constant companions to Dr. King in the struggle for our freedom and equality. King believed that all black people should be free to live wherever they wanted to, attend school wherever they wanted to, eat and visit whatever place they wanted to, choose whatever career they desired and be paid fairly, marry whomever they wanted, and sit in whatever seat they wanted to.

Dr. King fought for these freedoms until that April 1968 day when he was struck by an assassin's bullet. On that day, Dr. Martin Luther King Jr. finally obtained all of the freedoms he had spent a lifetime fighting for.

This activity requires you to think about and write about what **"freedom"** means to you. In the spaces below, write a story on what it means to be free. Your story should include whether or not freedom is important to you, what does being free mean to you, freedom to do what kinds of things, how you feel about freedom, how would you feel if your freedom was taken away, etc.

Hundreds of black Americans have died for "freedom" because it was important to them. However, this assignment is not about them, it is about you. It is a hard lesson, but you can do it.

Name____ Date________________

IF ONLY THEY KNEW I WAS CHANGING MY MIND

Have you ever changed your mind about something or someone. If we really believe in something or someone, it can be very hard for us to change our mind about them. But if something (or someone) we believe in just doesn't work the way that we think that it should (or act the way that we think they should), a time will come when we will have to change our minds about them.

Very few people knew that Dr. King was changing his mind about his non-violent approach used during the Civil Rights Movement. Very few people knew that right before he was assassinated, Dr. King was going to approve of the idea that "sometimes force (or violence) was necessary"...that the non-violence which worked so well in India, under Gandhi, might not be the best way of dealing with American racism.

Yes, it was very hard for Dr. King to change his mind about something so important to him. It is also very hard for us to change our minds about certain ways of doing things, or about certain friends that we have. In the spaces below, you are going to describe a time when you changed your mind about something or someone very important to you. Your story should include what that thing or person was, why you changed your mind, was it a hard decision, how it felt making the decision, etc. This is a little hard, so think carefully about the situation you are going to describe, and don't get frustrated and give up.

Name________________________________ Date______________

IN MY PARENT'S FOOTSTEPS

Many of us are influenced by our parents to follow in their footsteps. Oftentimes, many of us try to go into similar careers and adopt similar values as our parents.

Dr. King's father, the Reverend Martin Luther King, Sr., was a God-fearing, Baptist minister at Ebenezer Baptist Church in Atlanta, Georgia. He had a tremendous impact on his son's life, Martin Luther King, Jr. He influenced young Martin's decision to go into the ministry, as well as young Martin's compassion for his fellow man and his strong sense of right and wrong.

Though still young, many of us are, or have been, influenced by our parents. This writing assignment requires you to write a story on the ways you have been influenced by your parents. Your story should include what it is that you have "inherited" from your parents, why it's important to you, how it effects your future, etc. In addition to a choice of careers and values, some of us may have inherited some of our parent's physical traits.

Name______________________________ Date____________________

LOOKING BACK

Dr. King spent many hours thinking about his life and the challenges and dangers of the Civil Rights Movement. Many times, before putting himself in life threatening situations, he would think about all of those things most important to him. On these occasions, Dr. King experienced many different feelings.

In the spaces below, you are going to complete these sentences by describing a time when you felt like this........

1. I FELT REALLY GOOD WHEN ______________________________

2. I FELT PROUD WHEN ______________________________

3. I WAS EMBARRASSED WHEN ______________________________

4. PEOPLE WERE LAUGHING AT ME WHEN ______________________________

5. I FELT SAD WHEN ______________________________

6. I FELT TERRIBLE WHEN ______________________________

7. I FELT REALLY SUPER WHEN ______________________________

8. I WAS CONFUSED WHEN ______________________________

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